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ABSTRACT

The first of a two volume report on a project to develop a statewide (Kansas) model for inservice and preservice training of teachers of severely handicapped students describes the general approach to the model as well as details its necessary features, the project's organization and its relationship with the State Department of Special Education are charted, and statistics and demographic indices of teachers enrolled in the 3 years of the project are reported. Curriculum development is traced from needs assessments, consultants' advice, and decisions about the modular format. The modular organization is described, its drawbacks noted (such as difficulty in knowing enrollees' skills), and possible solutions suggested. Considerations in designing practicum training experiences are discussed, as are the organization and preparation of practicum supervisors. Practicum evaluation and problems with the practicum format (such as travel) are also examined. Twelve steps in developing practicum modules are listed. The bulk of the document is composed of seven appendixes, including sample exercises from practicum moduls and a list of performance competencies from the practicum. (CL)

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Procedures Manual

EC

Statewide Inservice Training Model to Prepare Teachers of Severely Handicapped Students

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EC 142779

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INTRODUCTION

Kansas, like many states, has been faced with the task of providing and training qualified teachers to educate severely handicapped students who are now remaining in their home communities. This, of course, is a direct result of PL 94-142 combined with a new commitment that handicapped children have the right to grow up in their own home and community settings and to receive appropriate educational opportunities during their school age years. This requires that teachers and other service personnel be available to deliver the necessary education and treatment programs in both urban and rural public school settings.

Unfortunately, the demand for qualified teachers of severely handicapped students in most states far exceeds the number who are currently available for employment. Within recent years university based teacher education programs in the severely handicapped area have greatly expanded. The number of trained teachers being graduated from these programs has helped alleviate the shortage in some areas, especially in those uraban locations near university training programs for preparing teachers of severely handicapped students. A major problem still exists, however in providing qualified teachers of the severely handicapped to rural and sparsely populated areas. To ask teachers to leave classrooms to study in a distant center would create disruptions in life patterns and present personal hardships. Many teachers could not or would not continue in their profession. Plus, teacher absenteeism would result in unstaffed classrooms--a violation of legislative and judicial mandates.

The State of Kansas has provided an excellent example of this dilemma. A committment was made at the state level to educate and treat severely handicapped students in their home communities. This committment consisted of stringent certification requirements for teachers serving severely handicapped students, the establishment of a state level position to oversee and coordinate programs for this population, the development of a university based training program to prepare teachers, and (most importantly) the genuine efforts by local school districts across the state to establish classes for severely handicapped students.

Perceiving the urgent need to prepare qualified teachers for these classrooms, the Kansas State Department of Education and the Department of Special Education at the University of Kansas were successful in procuring federal funds to implement a statewide inservice training program to prepare teachers for both existing and new classrooms. As part of this project, we elected to prepare and write this manual.

The manual attempts to present our efforts to deliver inservice training to teachers already working in classrooms who needed to meet state certification requirements in the severely handicapped area and/or complete university academic requirements for a master's degree in Special Education. This manual includes the organization of curriculum content provided to the inservice (and preservice) teachers, the model used to deliver the coursework across the state, and the coordination of efforts between the University of Kansas and the Kansas State Department of Education. In this manual we have described a general approach to the inservice training delivery model as well as a description of minute details that are necessarily important to the project of this nature. The manual includes problem areas that we encountered and our attempts (not always successful) to resolve these problems.

From our vantage point, the overall project has been successful and most rewarding. The number and quality of students meeting certification requirements through the project has exceeded our original expectations. There still remains much further work to be done -- many teachers across the state are still not certified. Nevertheless, the project did have a major impact in the delivery of educational services to severely handicapped students throughout the state. We sincerely believe the information in this manual will assist persons in other states who desire to replicate in total, or part, our efforts in Kansas.

BACKGROUND OF THE PROJECT

In 1965, the Department of Health, Education, and Welfare defined inservice training as a program of systematized activities promoted, directed, and/or approved by a school system which contributes to the professional growth and competence of staff members during their time of service to the school system. The Statewide Inservice Training Program for Teachers of the Severely, Multiply Handicapped at the University of Kansas was developed in coordination with the Kansas State Department of Education to design and implement such activities.

Briefly, the purpose and intent of the Statewide Inservice Training Project was to design, implement, and evaluate a competency-based teacher training program that would allow trainees to meet the educational needs of school-aged, severely/profoundly handicapped individuals. Specifically it was designed to develop a curriculum that would equip personnel with skills to select, utilize, and evaluate their own applications of existing technology. Futhermore, it planned to accomplish this curriculum development while allowing teachers in rural areas to continue to work in their classrooms.

When the Project began, it was one of the first such inservice programs in existence in the United States. As a result, there were few models that could be used as a basis for the program and almost no textbooks that dealt specifically with teaching of the severely handicapped population. Since teacher training programs for this specific population were no more than two to three years old, there was also a shortage of experienced personnel. Furthermore, the knowledge base for the discipline was in a period of rapid growth and change; thus, information rapidly became outdated. Because of these factors, it was necessary that the Statewide Inservice Project decide upon an orientation, both toward teacher training and toward how training of the severely handicapped student should be conducted. The following premises and models formed the basis for the Project:

1. Specification of compentencies. The competencies needed by teachers can be identified, specified as behaviors, and developed through training. Teaching the severely handicapped is a profession. Through training, the teacher must acquire the skills and knowledge necessary to recognize (assess) student strengths and deficits. Teachers must know what instructional strategies and curriculum materials are available and appropriate, and they need to learn to implement correctional and instructional techniques to remediate student's problems.

2. Evaluation of teacher competencies. The teacher training program should set goals and objectives that can be attained at each stage of the educational process. Attainment of these goals should be measured by setting academic and performance competencies and evaluating the trainee's acquisition of these competencies.

3. Flexibility. The teacher training program should be flexible enough to fulfill the needs of a group of trainees who are heterogeneous in terms of years of classroom experience, experience with severely handicapped students, and prior college experience. Considering the location of many teachers and their different entry levels, time parameters for reaching these goals should also be relatively flexible.

4. Intergration of academic and practicum competencies. Academic training should be highly correlated and integrated with practicum experiences.

5. Data-based material. The information in the training program should, as far as possible, be based on actual data indicating the efficacy and efficiency of the techniques, materials, and/or concepts to be learned.

6. Issues in human management models. The teacher training program should focus not only on skills, but should also include concerns about societal expectations, ethical issues, and ideologies related to teaching and treatment of handicapped persons (i.e., have a consistent focus on the development of positive teaching attitudes and normalization).

7. Transdisciplinary model. Another function of teacher training should be to help trainees define the borders of their expertise. Training should provide the tools and understanding necessary for trainees to couple their work with that of other professionals and parents.

8. Continuing professional growth. Because the profession is growing at such a rapid rate, much of the information taught will be outdated in 5 to 10 years. Therefore, trainees need to be taught how to obtain and utilize resources to keep up-to-date. Trainees need to be willing to undertake new

methodologies, to accept new (and perhaps contradictory) knowledge, and yet remain discriminating about what is valuable.

9. Evaluation of training program. The teacher training program should evaluate itself periodically as to the adequacy and applicability of the training by soliciting input from current trainees, graduates of the program, and their administrators. Program revisions should then be made based on this evaluation.

PROJECT ORGANIZATION AND COORDINATION WITH OTHER AGENCIES

Organization and Structure at the University of Kansas

The Project's major organizational structure is presented in Figure 1, which shows the relationship of project personnel to the University of Kansas. The Project director, Dr. Doug Guess, is responsible to the Chairperson of the Department of Special Education at the University. The Project coordinator is supervised by the Project director. Dr. Guess and the Project coordinator jointly supervise the two teacher trainer positions, and the Project coordinator also supervises the Project secretary. Dr. Guess provides supervision in regard to general job performance of Project staff as well as their relationship with other agencies. The Project coordinator provides overall supervision relative to the specific project assignments of teacher trainers and the secretary.

Coordination with the Kansas State Department of Special Education

Figure 2 represents the interaction of the Project with the Kansas State Department of Special Education. The Project's teacher inservice training component was coordinated through Phyllis Kelly, State Coordinator of the Severely and Multihandicapped at the Kansas State Department of Special Education.

Dr. Kelly is responsible to James Marshall, Director, State Department of Special Education. Mr. Marshall and the University chairperson shared overall responsibility for implementation of the inservice component. Contact with Kansas local education agencies was accomplished through Dr. Kelly and her technical assistant. The technical assistant worked directly with project personnel in coordinating the statewide inservice

FIGURE 1

Organizational Chart of Project Personnel

Organizational Chart of Project Personnel

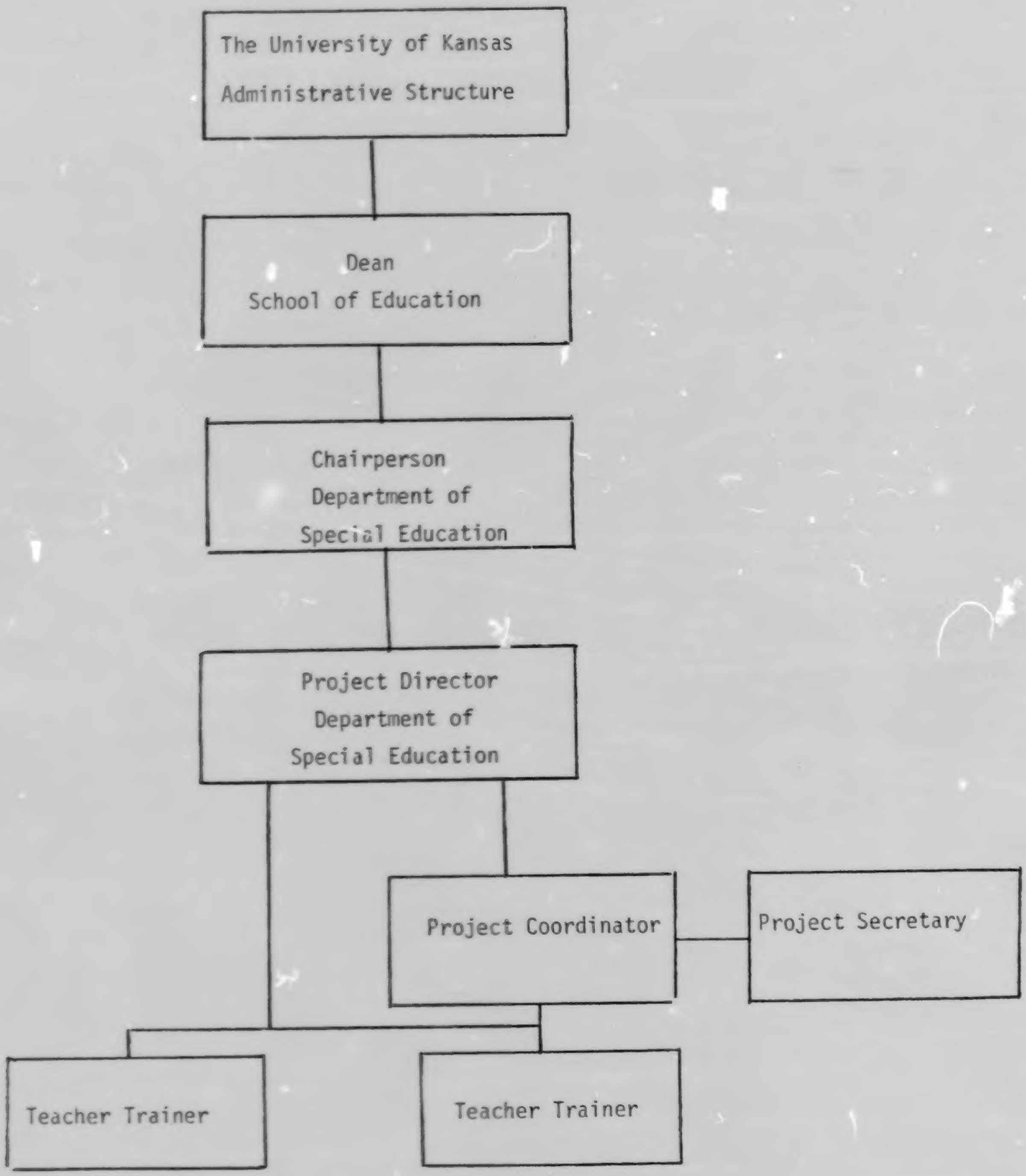
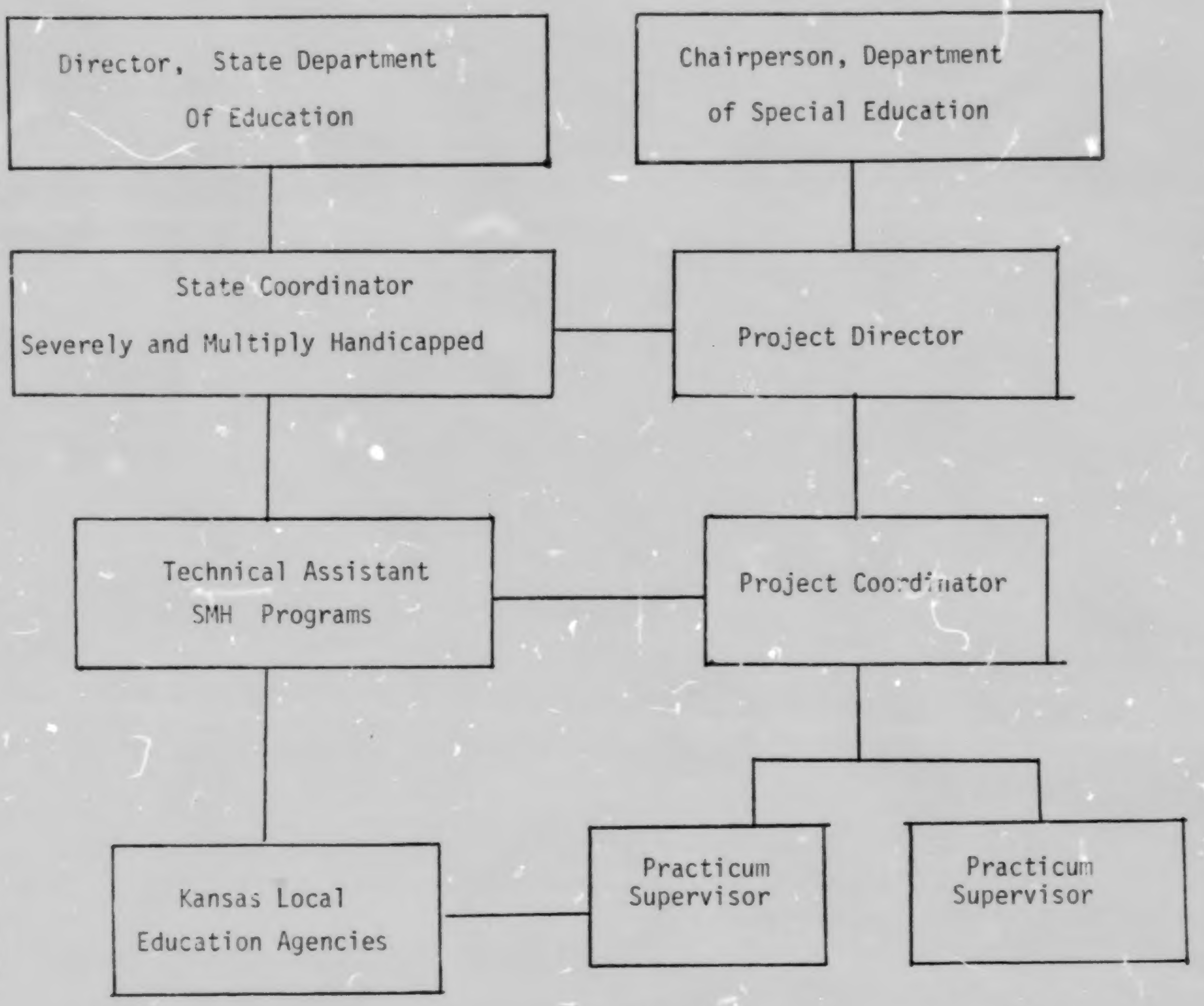

The University of Kansas
Administrative Structure
Dean
School of Education
Chairperson
Department of
Special Education
Project Director
Department of
Special Education
Project Coordinator
Project Secretary
Teacher Trainer
Teacher Trainer

FIGURE 2

Project Coordination with Kansas State
Department of Special Education and LEAs

Project Coordination with the Kansas State

Department of Special Education and LEAs


Director, State Department Of Education
Chairperson, Department of Special Education
State Coordinator Severely and Multiply Handicapped
Project Director
Technical Assistant SMH Programs
Project Coordinator
Kansas Local Education Agencies
Practicum Supervisor
Practicum Supervisor

teacher training effort. Some of these efforts included assisting in conducting workshops, occasionally providing supervision in some practicum sites, and, most importantly, serving as a direct liason between the Project coordinator and local education agencies. This coordinated effort between the Kansas State Department of Education and the Project was considered vital to the success of the project.

RECRUITMENT AND ENROLLMENT

Trainee Identification

The identification of potential trainees was achieved in cooperation with the Kansas State Department of Special Education. Teachers interested in obtaining inservice training were identified according to geographic location and training needs. A needs assessment was conducted by the state coordinator for SMH services in the Kansas State Department of Special Education to determine if teachers were interested in: 1) training to obtain or maintain certification in the severely handicapped area, 2) training to complete a Master's degree in Special Education, 3) technical assistance, rather than certification or the Master's degree, or 4) a combination of the above.

Apportionment of the State

Based on the number and location of potential trainees, the state was divided into three general areas. The first area covered the southeastern portion of the state and served the towns within approximately a 60-mile radius of Parsons State Hospital and Training Facility (a University-Affiliated Facility). The second area covered the south-central portion of the state and included key metropolitan cities, such as Winfield and Wichita. (A state training center for the retarded is located in Winfield.) The third area was centered at the University of Kansas at Lawrence and served the cities of Kansas City, Lawrence, Hays, and Topeka as well as all parts of the state not served by the other two areas. (A third state institution for the retarded is located in Topeka.) Individuals were identified at each of these state institutions and nearby colleges to help in delivery of the inservice program. These persons assisted the inservice training program by: 1) disseminating information about the Project to teachers in their area, 2) identifying teachers in their area who needed inservice training to meet state certification requirements, 3) serving as liaison contacts between project personnel and facilities in their particular subdivision, and 4) helping administer programs at institutions during the Project and after it was concluded.

Trainee Enrollment in the Severely/Multiply Handicapped Program

The number of inservice trainees enrolled in the severely/multiply handicapped program increased steadily over the three-year period in which the curriculum was offered at the University of Kansas. The solid bar in Figure 3 shows student enrollment by semester, from Summer 1975 (before an inservice component was added) through enrollment for Spring 1981. The inservice component was added for Summer 1977. The white bar indicates the number of Master's degrees earned during each semester. Table 1 represents the enrollment data for each Project year according to geographic location.

Table 2 presents enrollment figures, by courses, during the inservice training period (Summer 1977 to Spring 1981). Table 2 also has a breakdown of students into preservice, inservice, and "other" categories for courses. Preservice denotes students who were enrolled full time. These students are generally not employed as full-time teachers during the semester. Several students were provided stipends from the Project over this time period.

FIGURE 3

Number of Inservice Trainees Enrolled

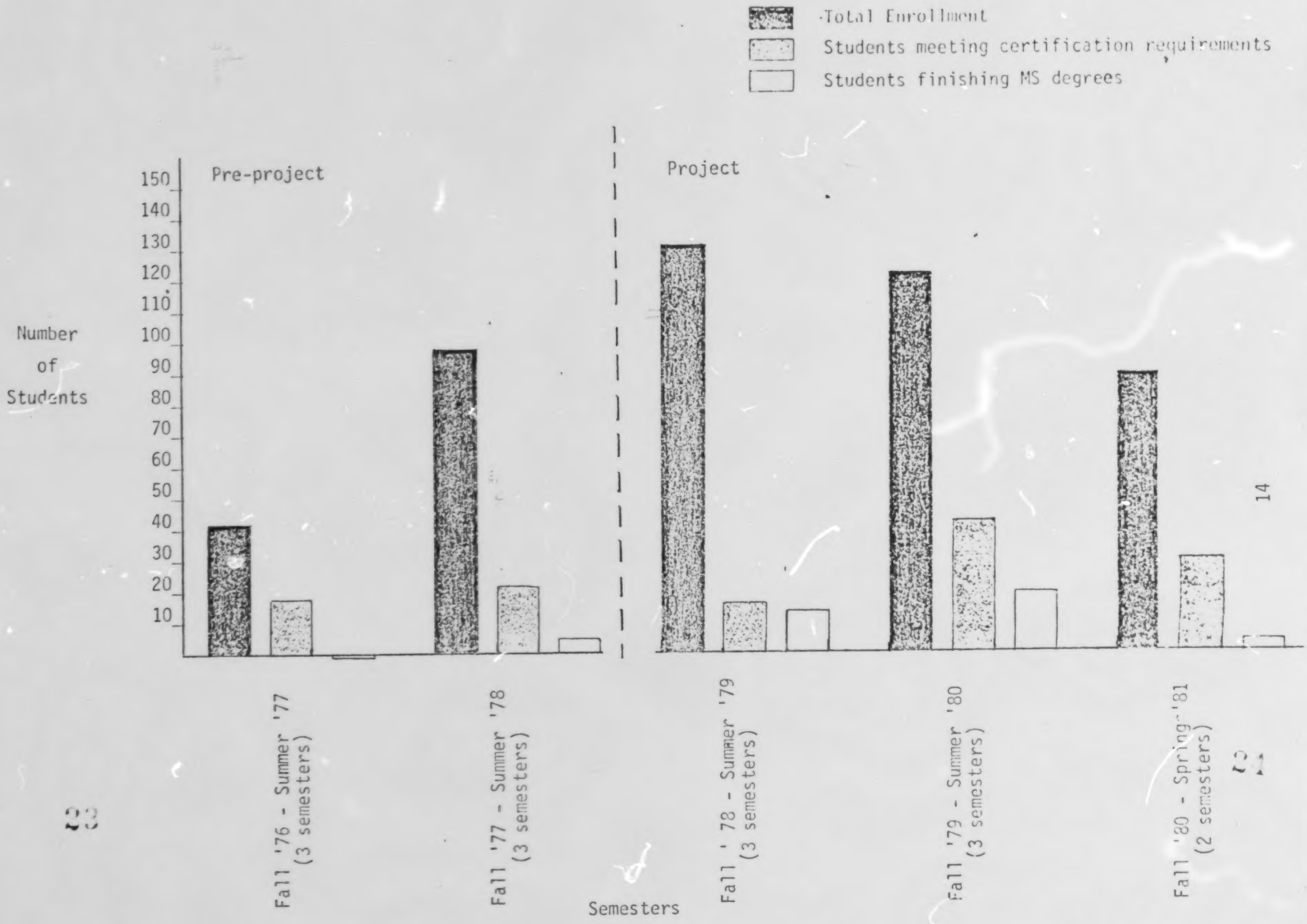

▩ Total Enrollment
▨ Students meeting certification requirements
☐ Students finishing MS degrees
Pre-project
Project
Number of Students
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
Fall '76 - Summer '77 (3 semesters)
Fall '77 - Summer '78 (3 semesters)
Fall '78 - Summer '79 (3 semesters)
Fall '79 - Summer '80 (3 semesters)
Fall '80 - Spring '81 (2 semesters)
Semesters

Table 1

Enrollment Data by Geographic Location

X Certification and Master's (46)

● Certification only (46)

○ Working on Certification/Master's (61)

Arkansas X
California ●
Colorado XX
Connecticut X
Georgia ●
Illinois X
Iowa X
Massachusetts X
Missouri ○○
Pennsylvania X
Texas X
Virginia X
West Germany X

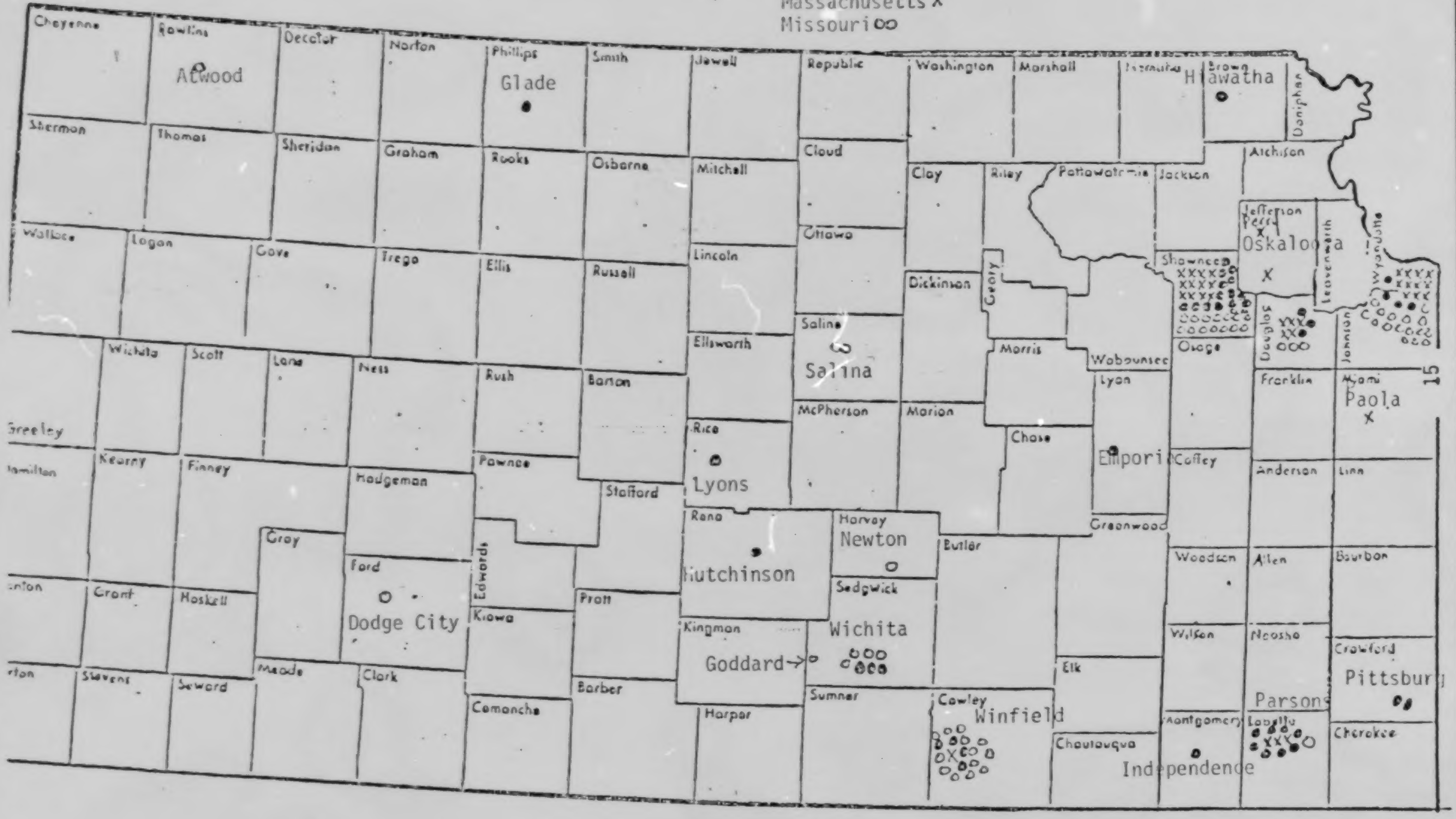

Cheyenne
Rawlins
Atwood
Decatur
Norton
Phillips
Glade
Smith
Jewell
Republic
Washington
Marshall
Nemaha
Brown
Hiawatha
Doniphan
Sherman
Thomas
Sheridan
Graham
Rooks
Osborne
Mitchell
Cloud
Clay
Riley
Pottawatomie
Jackson
Atchison
Wallace
Logan
Gove
Trego
Ellis
Russell
Lincoln
Ottawa
Dickinson
Geary
Shawnee
Jefferson
Perry
Oskaloosa
Leavenworth
Wyandotte
Wichita
Scott
Lane
Ness
Rush
Barton
Ellsworth
Saline
Salina
Morris
Wabaunsee
Osage
Douglas
Johnson
15
Greeley
Hamilton
Kearny
Finney
Hodgeman
Pawnee
Stafford
Rice
Lyons
McPherson
Marion
Chase
Lyon
Emporia
Coffey
Franklin
Miami
Paola
Anderson
Linn
Gray
Ford
Dodge City
Edwards
Reno
Hutchinson
Harvey
Newton
Butler
Greenwood
Woodson
Allen
Bourbon
anton
Grant
Haskell
Kiowa
Pratt
Kingman
Goddard
Sedgwick
Wichita
Wilson
Neosho
Crawford
Pittsburg
rton
Stevens
Seward
Meade
Clark
Comanche
Barber
Harper
Sumner
Cowley
Winfield
Elk
Chautauqua
Montgomery
Independence
Labette
Parsons
Cherokee

Table 2

Enrollment of Students in Severely/Multiply Handicapped Courses from Summer, 1977 through Spring, 1981

Course Offered	Preservice	Modified Inservice & Inservice	Other	Total
● Summer 1977				
Intro. to Ed. of Severely Handicapped	2	11	1	14
Basic Practicum	3	11	2	16
Education of the Exceptional Child I	1	10	2	13
Seminar: Teach. Commun. Skills	0	6	1	7
Advanced Practicum	0	3	1	4
Thesis	0	5	0	5
● Fall 1977				
Intro. to Ed. of Severely Handicapped	3	11	2	16
Basic Practicum	2	9	1	12
Characteristics: SMH	4	21	11	36
Management Prin./Assessment Procedures	3	11	0	14
Education of the Exceptional Child I	0	6	0	6
Intermediate Practicum	0	10	0	10
Thesis	1	4	3	8
Individual Study	0	1	2	3
College Teaching Experience	0	1	0	1
Independent Study	0	0	3	3
● Spring 1978				
Management Prin./Assessment Procedures	0	29	2	31
Education of the Exceptional Child I	1	9	0	10
Intermediate Practicum	0	7	0	7
Education of the Exceptional Child II	0	8	2	10
Advanced Practicum	0	3	0	3
Thesis	0	4	0	4
Individual Study	0	3	0	3
● Summer 1978				
Intro. to Ed. of Severely Handicapped	2	23	1	26
Basic Practicum	2	16	0	18

Course Offered	Preservice	Modified Inservice & Inservice	Other	Total
Summer 1978 (Cont.)				
Education of the Exceptional Child II	3	4	0	7
Advanced Practicum	3	4	0	7
Thesis	3	10	0	13
Individual Study	0	1	1	2
College Teaching Experience	1	0	0	1
● Fall 1978				
Intro to Ed. of Severely Handicapped	2	37	2	41
Basic Practicum	0	44	2	46
Characteristics: SMH	7	22	14	43
Management Prin./Assessment Procedures	7	27	1	35
Education of the Exceptional Child I	8	15	2	25
Intermediate Practicum	8	9	2	19
Thesis	0	5	0	5
Individual Study	2	1	0	3
College Teaching Experience	4	0	0	4
Independent Study	0	3	2	5
● Spring 1979				
Basic Practicum	1	6	0	7
Management Prin./Assessment Procedures	2	17	3	22
Education of the Exceptional Child I	0	13	1	14
Intermediate Practicum	1	6	0	7
Seminar: Research in SPED	15	10	6	31
Advanced Practicum	9	13	0	22
Thesis	4	11	1	16
Individual Study	1	1	1	3
College Teaching Experience	0	1	0	1
Independent Study	0	2	0	2
Dissertation	1	0	0	1
● Summer 1979				
Intro to Ed. of Severely Handicapped	4	7	1	12
Basic Practicum	8	9	0	17
Characteristics: SMH	0	14	0	14

Course Offered	Preservice	Modified Inservice & Inservice	Other	Total
Summer 1979 (Cont.)				
Management Prin./Assessment Procedures	3	4	0	7
Education of the Exceptional Child I	0	2	0	2
Intermediate Practicum	0	2	0	2
Thesis	6	13	2	21
Individual Study	0	1	0	1
Master's Research	0	0	1	1
● Fall 1979				
Intro to Ed. of the Severely Handicapped	1	13	0	14
Basic Practicum	0	3	0	3
Characteristics: SMH	5	12	4	21
Management Prin./Assessment Procedures	1	2	0	3
Education of the Exceptional Child I	0	5	0	5
Intermediate Practicum	3	24	0	27
Education of the Exceptional Child II	0	8	0	8
Advanced Practicum	0	8	0	8
Thesis	1	9	0	10
Individual Study	0	1	0	1
College Teaching Experience	0	1	0	1
Independent Study	0	1	0	1
Master's Research	0	0	2	2
Seminar	1	4	2	7
Dissertation	2	0	0	2
● Spring 1980				
Intro to Ed. of the Severely Handicapped	0	9	2	11
Basic Practicum	0	2	0	2
Management Prin./Assessment Procedures	0	14	0	14
Education of the Exceptional Child I	1	9	0	10
Intermediate Practicum	0	5	0	5
Education of the Exceptional Child II	0	14	0	14
Advanced Practicum	2	22	0	24
Thesis	0	11	0	11
Individual Study	2	3	0	5
Independent Study	0	0	1	1
Master's Research	0	0	2	2

Course Offered	Preservice	Modified Inservice & Inservice	Other	Total
Spring 1980 (Cont.)				
Seminar: Language Deficiencies	2	1	5	8
Dissertation	1	1	0	2
● Summer 1980				
Intro to Ed. of the Severely Handicapped	2	10	2	14
Basic Practicum	1	6	0	7
Management Prin./Assessment Procedures	0	9	0	9
Intermediate Practicum	0	3	0	2
Education of the Exceptional Child II	0	1	0	1
Advanced Practicum	0	3	0	3
Thesis	1	6	0	7
Journal Writing	1	2	1	4
Individual Study	2	1	0	3
Master's Research	0	1	0	1
Dissertation	3	1	0	4
● Fall 1980				
Intro to Ed. of Severely Handicapped	3	9	1	13
Basic Practicum	1	5	1	7
Characteristics: SMH	3	5	1	9
Management Prin./Assessment Procedures	1	9	2	12
Education of the Exceptional Child I	5	19	0	24
Intermediate Practicum	5	21	0	26
Advanced Practicum	0	2	0	2
Individual Study	1	0	0	1
College Teaching Experience	0	1	0	1
Dissertation	3	0	0	3
● Spring 1981				
Management Prin./Assessment Procedures	2	15	3	20
Education of the Exceptional Child I	0	6	0	6
Intermediate Practicum	2	2	0	4
Education of the Exceptional Child II	3	21	0	24
Advanced Practicum	5	21	0	26
Thesis	1	3	0	4

Inservice indicates students enrolled in the program on a part-time basis. Typically, these students were employed as teachers on a full- or part-time basis. Most were in the program to meet state certification requirements for severely/multiply handicapped teachers. Others wanted to earn their Master's degree in addition to meeting certification requirements. The Other category in Table 2 indicates students from other areas within Special Education, or from other departments, who enrolled in the courses.

Replication of the Model

It is believed that the inservice training model developed by the Project has general applicability to other states wishing to use a competency-based training program. The major components needed to replicate the inservice training model in other states would include : 1) the availability of a university or college to provide course credit for modules, 2) the availability of people (professors and/or graduate students) to serve as practicum supervisors for trainees, 3) a formal state mechanism (logically the State Department of Education) for identifying teachers in need of training and to coordinate certification requirements, and 4) a genuine commitment by all concerned to upgrade the quality of education given to severely handicapped individuals.

DESCRIPTION OF THE CURRICULUM

A Master's level degree program in the severely multiply handicapped area of emphasis was established at the University of Kansas in the summer of 1975. This 34 credit-hour program included full-time coursework for three semesters (Summer, Fall, and Spring).

For those persons desiring certification only in the area of SMH, 27 hours were required. These hours included all of the courses needed for a Master's degree, with the exception of thesis hours and one elective course.

Content Development of the Program

The first stage of program development was the specification of content areas to be addressed in the training project. Input to the Project staff on specific content was obtained from three general sources: invited consultants, teachers and administrative personnel in the field, and published resources.

Invited consultants. Early in the Project, a consultant workshop was held to provide consultative input to the staff pertaining to program objectives, content areas, and training techniques for the severely handicapped. The workshop consisted of a full day of meetings at which four consultants from other university programs for teachers of the severely multiply handicapped responded to questions that had been mailed to them prior to their arrival in Kansas. Table 3 presents the structured questions. These questions served as catalysts for wide-ranging discussions on a number of

Table 3

SPECIFIC QUESTIONS FOR CONSULTANTS

1. What strategies should be employed to identify and define competencies for training personnel working with the severely handicapped?

    a) teachers
    b) paraprofessionals
    c) parents

2. What are the parameters of the population for which we want to train personnel?

    a) Severely and profoundly mentally retarded.
    b) Multihandicapped (severely physically disabled, but not necessarily severely retarded).
    c) Severely perceptually handicapped (deaf and/or blind, but not necessarily severely handicapped).
    d) Severely emotionally disturbed (e.g. autism) but not necessarily severely retarded, at least by diagnostic classification.

3. Given that an outgrowth of this project is a detailed blueprint for establishing a practicum replicable in any state or province in North America, how do we deliver instructions to teachers (trainees) to prepare them for a competency-based practicum training program?

4. What strategies are available for dissemination of materials and modules for replication in other states?

    a) What should be the role of private enterprise in making materials commercially available as opposed to, or in conjuction with, USOE?

issues related to Project objectives. The first part of the sessions consisted of small, intensive sessions of one hour each. Each Project staff member met with three of the four consultants for one hour by this arrangement. A combined group meeting to discuss the issues generated during the smaller meetings followed.

The input to the Project staff from the four consultants was extensive and extremely valuable. In general, their recommendations were:

1. The competencies for trainees should be based, in large part, on the expressed training needs of existing teachers and parents of the severely handicapped.
2. Competency should be evaluated both in terms of trainee performance and SMH student learning.
3. One content area of particular importance is the ability to train paraprofessionals and provide technical assistance to parents.
4. The teacher training program should be strongly grounded in practicum experiences.

Teachers and administrators. The process of content identification was also facilitated by input from teachers and administrative personnel in the field. This information came from discussions, formal meetings, and informal rap sessions focusing on the issue of what teacher and administrators wanted to learn in order to increase their competence in teaching the handicapped. Also, a structured questionnaire was administered to 25 teachers working with severely handicapped students in the Shawnee County area. As part of the questionnaire, they were asked to list 10 educational objectives for themselves which, if completed in a training program, would greatly enhance service to their students. This questionnaire yielded an item pool of 250 teacher-suggested competencies. After eliminating redundancies and overlapping skills, they were translated into a number of possible competencies to fit within training modules. Many of these were predictable from published sources; however, a few were reflective of the unique vantage point of a teacher working directly with severely handicapped children (e.g., ability to communicate to a parent the extent of a child's general level of impairment when the parent is committed to the notion that the deficit is specific and easily remediable).

Published resources. The competency identification process was also based, in part, on the following published resources: Mackie, Williams, and Dunn, 1961; Sarason and Gladwin, 1958; Cruickshank, 1956; New York State Interdepartment Health Resources Board, 1958; Ferraro, 1956; Scarborough, 1957; Cianci, 1954; Burke, 1973; Sontag, Burke, and York, 1973; Hogan, 1974; Anderson, Jones, Hodson, Todd, Walters, and Gregersen, 1972; Hursh, Wildgen, Minkin, Sherman, and Wolf, 1972; Becker, Engelmann, and Thomas, 1971; Watson, 1972; Striefel, 1974; Schiefelbusch and Lent, 1973; Brown, Williams, and Crowner, 1974; Larsen and Bricker, 1968; Mager, 1962.

An information pool of over 500 readings relevant to the education of the severely and profoundly handicapped was compiled. Each book, journal article, manuscript, or paper was read and categorized according to general content areas.

Competency Organization

Based on all these inputs, 22 relevant content areas were identified (See Table 4). It was decided that these would form the base for the Inservice Training Program.

Table 4

Identified Content Areas for Teachers of SMH

1. The legal rights of handicapped individuals.
2. The behavioral approach to education of SMH students.
3. Measuring behavior.
4. Strengthening behavior.
5. Weakening beahvior.
6. Generalization and discrimination of behavior.
7. Schedules of reinforcement.
8. Evaluation of operant procedures.
9. Programming for normalization.
10. Teaching, positioning, and handling physically handicapped individuals.
11. Equipment for physically handicapped individuals.
12. Scheduling of activities for SMH individuals
13. Working with paraprofessional and parents.
14. Using assessment instruments.
15. Selecting curricula.
16. Writing instructional objectives.
17. Task analysis and instructional programming.
18. Special techniques for teaching motor programs.
19. Special techniques for teaching self-help programs.
20. Special technqiues for teaching communication.
21. Special techniques for teaching socialization.
22. Generalization training.
23. Schedules of reinforcement.
24. Training parents and aides.

The next task was to identify and state the competencies for each content area that trainees should acquire as a result of participation in the training program. The competencies were grouped into three blocks: (1) Competencies that were *directly* related to changing student behavior. Specific competencies such as contingent use of attention, timing of prompts, and ignoring inappropriate behavior fell into this block. This block was the primary focus of the teacher training program and extended well beyond traditional methods courses of the past, (2) Competencies that were *indirectly* related to changing student behavior. Specific competencies, such as determining potential reinforcers, performing a task analysis, and scheduling classroom activities, fell into this block, (3) Competencies that currently had an *unknown* relationship to student behavior but appeared to be important to professional performance in the field. Specific competencies, such as knowing legal rights of the handicapped, the medical complications accompanying certain syndromes, and the principles of normalization, fell into this block.

Within each block, two types of competencies were identified: *informational* competencies and *performance* competencies. Informational competencies specified the information that must be acquired by a teacher trainee to acquire a performance competency effectively. Often, several informational competencies needed to be acquired before a trainee could meet a performance competency. For example, before a trainee could meet the performance competency requiring contingent use of a reinforcer, he or she should have acquired the informational competencies that require definitions of the terms reinforcer and contingency. A total of 322 *informational* competencies and 128 *performance* competencies were identified.

Instructional Format

It was determined that the trainees would obtain the required competencies through four different formats: modular courses, on-campus lectures, field-based practica, and periodic workshops.

Modular format. The majority of courses leading to either (or both) certification and a Master's degree were offered in a modular format. The modular format had several key features: 1) Well-defined objectives were specified for each module; 2) the information and objectives that were specified paralleled preservice training, 3) learning resources (i.e. readings and films) were specified for each objective; 4) each student was allowed to progress through the modules at his/her own rate, as long as all modules that comprised a single course (e.g., SPED 726 includes Modules 1-4) were completed within a two-semester limit; 5) within a course, the modules could be studied in any order; 6) evaluation of informational competencies was provided by means of written examinations; 7) staff served primarily as tutors, resource persons, and advisors. An example of an instructional module is included in Appendix A.

The modules were subsumed under existing course titles within the Department of Special Education. The most recent revision of the curriculum for trainees in the severely/multiply handicapped area is presented in Table 5.

Lecture format. The trainees were required to attend traditional university-based lecture classes for two courses: 1) Characteristics of the Severely/Multiply Handicapped and 2) Psychology of Exceptional Children. Both were offered in summer sessions at the University of Kansas. Further, similar courses were traditionally taught in most

Table 5

Requirements for a Master's Degree in SMH

REQUIREMENTS FOR A MASTER'S DEGREE IN SMH

6-6-79

Dept.	Course #	Hrs. Credit	Description
SPED	723	3	Psychology of Exceptional Children (Lecture)
SPED	735	3	Characteristics of Exceptional Childre: SMH (Lecture)
SPED	726	3	Introduction to Education of Exceptional Children: SMH Module 1 Right to Education Module 2 Behavioral Approach to Education Module 3 Programming Engagin Environments Module 4 Programming for Normalization Module 5 Assessment Scales
SPED	839	3	Problems of Exceptionality: Mgmt & Programming for SMH (Mgmt Principles & Assessment Procedures for the Young or SH) Module 6 Writing Instructional Programs Module 7 Measuring Operant Behavior Module 8 Evaluation of Operant Behavior
SPED	772	3	Classroom Participation with Exceptional Children: SMH Module 9 Basic Practicum
SPED	760	3	Advance Topics in SMH: Programming Learning Environments (Education of Exceptional Children and Youth I: SMH) Module 10 Strengthening Operant Behavior Module 11 Weakening Operant Behavior Module 12 Discrimination and Stimulus Control Module 13 Programming for the Physically Handicapped Module 14 Programming Prosthetic (Adaptive) Environments
SPED	875	3	Practicum with Exceptional Children: SMH Module 15 Intermediate Practicum
SPED	360	3	Seminar in Developing and Using Instruction Programs (Education of Exceptional Children and Youth II: SMH) Module 16 Motor programs Module 17 Language programs Module 18 Self-help programs Module 19 Socialization programs Module 20 Preacademic programs Module 21 Prevocational programs Module 22 Generalization training Module 23 Schedules of reinforcement Module 24 Training Parents and Aides
SPED	975	4	Advanced Practicum with Exceptional Children: SMH Module 25 Advanced Classroom Participation (Practicum)
Elective		3	This elective course is required to meet the minimum 26 hour curriculum needed for full certification in the SMH area. This course should be appropraite to the general and/or specific competencies included in the certification requirements.
Elective		3	Outside SPED
SPED	899	4	Master's Thesis (should be divided into 2 semesters)

special education departments throughout the state, allowing students to enroll in this course at a college or university close to their place of residence. Evaluation of performance for these on-campus courses was the responsibility of the course instructor.

Field-based practica. Three practica were required to obtain a Master's degree and/or certification. These practica were conducted at the school (or cooperative) where the trainee worked. For those pre-service students who were not working, practicum arrangements were made with nearby school districts. Practicum competencies were predetermined and were communicated to trainees by the use of practicum modules.

A practicum module included: 1) objectives for the modules, 2) exercises to develop the performance competencies, 3) a rationale for each exercise, 4) a description of the way each exercise would be evaluated (See Appendix B for an example); and 5) a list of the prerequisite readings (from the information modules) necessary for the development of performance competencies.

The practica will be discussed in detail in a later section.

Workshop Format. It was also decided that biannual workshops, jointly designed by the Project and the State Department of Special Education, could serve as the means of providing supplemental and/or brand-new information to trainees.

Each fall, a two-day workshop was held in Topeka for all SMH teachers in the state. Information applicable to a wide range of trainees (e.g., handling the physically handicapped, normalization techniques, measurement and data collection, working with parents, assessment) was presented at this workshop. Nationally recognized professionals were recruited for keynote speeches. The remaining workshop hours were broken down into small group sessions headed by local professionals (e.g. doctoral students, Master's teachers, state department personnel). Table 6 is an example of the schedule of a statewide workshop.

Later in the year, a second group of workshops was offered on a regional basis. This one-day workshop was oriented toward the special needs of the group of trainees in that region (e.g., designing communication boards, active stimulation programming; developing prevocational skills for the deaf-blind). Figure 4 is a sample of a regional workshop program.

Objectives were specified for each workshop. The workshops were generally rated as effective by participants and served to keep trainees in touch with the latest developments in the profession. Figure 5 is an example of an evaluation form used for both the statewide and the regional workshops.

Table 6

Schedule for Statewide Workshops 1981

SMH REGIONAL WORKSHOPS

SPONSORED BY

KANSAS STATE DEPARTMENT OF EDUCATION
TITLE VI D TRAINING GRANT

REGION I - Coordinators: Lesley Fernandez (913-864-4954)
Karl Anderson (316-792-2713)

Atwood - Dodge City - Garden City - Glade - Great Bend - Lyons - Pratt - Salina

Specifics - TO BE ANNOUNCED

REGION II - Coordinators: Darlene Spohr (316-221-1200 ext. 351)
Linda Johnson (316-221-1200 ext. 390)

Derby - El Dorado - Goddard - Hutchinson - Newton - Wichita - Winfield

Date: March 20, 1981
Location: Butler County Community College
El Dorado
Topics: Early Sensorimotor Assessment and Curriculum Development - Parent/Educator Teams
Speakers: Nancy Fieber
Meyers Childrens Rehabilitation Institute
Omaha, Nebraska

Dr. Kenneth Burk
Professor, Department of Communicative Disorders & Science
Wichita State University

Marla Mack
President, Kansas Advocates for Special Education
Wichita, Kansas

REGION III - Coordinator: Fredda Brown (913-864-4954)

Barnes - Emporia - Lawrence - Topeka

Date: April 22, 1981
Location: KU Union, Lawrence, Kansas
Topics: Fluency and Rate in Student Performance - Vocational Education

Speakers: Dr. Ogden Lindsley, Professor
Department of Administration, Foundations & Higher Education
Kansas State University

Dr. Gary Clark, Professor
Department of Special Education
Kansas University

(over)

REGION IV - Coordinator: Ma[illegible] Miller (316-421-6550)

Fort Scott - Humboldt - Independence - Parsons - Pittsburg

Date: March 13, 1981
Location: Parsons State Hospital, Parsons, Kansas
Topics: Workshops With The Severely Handicapped - Pre-Vocational Curriculum - Individual Assessment of Vocational Skills - Rehabilitative Engineering

Speaker: Mr. James Bullard, Director
Colfax County Workshop
Raton, New Mexico

REGION V - Coordinator: Gayle Yelenik (913-864-4954)

Hiawatha - Kansas City - Leavenworth - Olathe - Oskaloosa - Paola - Shawnee Mission -

Date: March 13, 1981
Location: Marsha Bagby School, Shawnee Mission, Kansas
Topics: Self Advocacy - Independent Living - Vocational Tasks for SMH -Functional Communication Development - Family Involvement

Speakers: Chris Curry - Jeff Woodyard - Howard Moses - Eileen Luddy - Sue Ann Carpenter - Maura K. Hall - Diane Klein - Deb Latham - Stephan Paul Myers - Lois Waldo - Susan Vanost Wulz

Additional information, specific to each region, will be sent at a later date.

For more information contact Regional Coordinator(s) or Rhonda Eye 913-296-3784.

SEB/24/cd

FIGURE 4

Sample Regional Workshop Program

REGION III SMH WORKSHOP
Consultants' Name and Address - Session Objectives

1. "Remediations for Common Teaching Disabilities"

Dr. Ogden Lindsley, Professor
Department of Administration,
Foundations and Higher Learning
Bailey Hall
University of Kansas
Lawrence, Kansas 66045

Objectives of Session:

a) To compare form-teaching with frequency-teaching.

b) To list teaching "strategy myths" and corrections.

c) To list teaching "tactic" errors and corrections.

d) To practice "freeing" teaching trials.

2. "A Career Development Model and Independent Living for the Severely Handicapped"

Dr. Gary Clark, Professor
Department of Special Education
University of Kansas
Lawrence, Kansas 66045

Objectives of Session:

To familiarize participants with:

a) at least two models of career development,

b) the nature of the independent living movement, and

c) implications of career development and independent living for severely handicapped.

HRB/11

FIGURE 5

Sample Evaluation Form for Workshops

STATEWIDE SMH/DB WORKSHOP
NOVEMBER 1 & 2, 1979
EVALUATION CRITERIA

1. The organization of the workshop was: 5.6

	Excellent 7	6	5	4	3	2	Poor 1
Responses	25	29	23	8	1	1	2

2. The objectives of the workshop were: 5.3

	Met 7	6	5	4	3	2	Not Met 1
Responses	15	33	22	12	5	0	0

3. The work of the consultant(s) was: 4.5

	Excellent 7	6	5	4	3	2	Poor 1
Responses	18	28	23	7	1	1	1

4. The ideas and activities presented were: 5.4

	Very interesting 7	6	5	4	3	2	Dull 1
Responses	12	31	26	11	2	3	0

No Answer - 4

5. The scope (coverage) was: 5.2

	Very Adequate 7	6	5	4	3	2	Inadequate 1
Responses	12	29	23	14	3	3	2

No Answer - 3

6. My attendance at this workshop should prove: 5.3

	Very Beneficial 7	6	5	4	3	2	No Benefit 1
Responses	17	24	26	14	7	1	0

7. Overall, I consider this workshop: 5.5

	Excellent 7	6	5	4	3	2	Poor 1
Responses	18	25	30	12	2	1	0

DESIGNING INSTRUCTIONAL MODULES

The modular format was chosen for the Project for several reasons. First, it allowed the Project to accommodate a number of geographically scattered persons while imposing minimal travel costs on Project staff and trainees. Second, the modules could be used by persons who held a full- or part-time job. Third, the modular format allowed the teaching of trainees with widely varied backgrounds. Fourth, this format could easily be administered by a limited number of personnel. Fifth, a trainee could elect to take more than one course during a semester. Finally, it was not inordinately difficult to make changes in the information presented and methods of evaluation.

Considerations

Modular Organization

Initially, informational modules were constructed in a resource-management format which consisted of: 1) a listing of objectives, 2) a listing of required readings, 3) a supplementary reading list for persons wishing more information on the module's topic, and 4) a list of optional audiovisual materials on the topic. This resource-management format allowed the Project staff to quickly assemble materials for a course, was inexpensive to produce and put most of the instructionl burden on the trainee. Modules using this format were tested by preservice students in the Lawrence-Kansas City area and appeared to be effective. However, it soon became clear that this format was not effective with inservice trainees. The preservice trainees apparently experienced no difficulty with the modules in this format for two reasons: 1) they had easy access to a large library where they could obtain the needed books and journals, and/or where needed materials could easily be put on reserve for their use; and 2) they could discuss difficult readings with the professors and/or other students, clarifying points which were not understood. The inservice trainees had neither of these advantages. For this reason, the format of the modules was substantially changed. These changes led to more expense for the individual trainees, but allowed them to take courses in rural geographic areas not close to a college and provided them with a relevant up-to-date resource library of their own.

The final format for the instructional modules included the following information, in addition to that included in the resource-management format: 1) copies of any readings which involve unpublished manuscripts, journal articles or chapters in non-required books; 2) an overview written by Project staff stating the purpose for each required reading and the sequence in which to read the material; 3) extensive use of manuscripts written by Project staff which summarized a number of articles; and 4) self-quizzes and answers for each of the required readings. Further, the trainees were required to buy several textbooks that were used throughout the various courses, with different chapters being required in separate courses.

This complete modular format was more convenient for the trainee, but had several drawbacks from the Project standpoint. First, it increased the cost of producing the modules since the modules are lengthier due to the inclusion of the manuscripts. Second, it was far more costly in terms of initial staff time, since staff had to write manuscripts, quizzes and overviews as well as type and xerox lengthier modules. Lastly, it made revisions and updating of the modules more difficult.

In spite of these drawbacks, the staff and trainees rated the modules as being useful, understandable and a good vehicle for learning.

Evaluation/Revisions

Evaluation and subsequent revision of the instructional modules were accomplished in two ways: item analysis of the examinations and module evaluation forms.

Item analysis. Examinations were given as evaluations of trainee performance on the instructional modules. At the end of the semester, an item analysis was done on all exams taken. This information pinpointed specific questions and topics with which trainees were having difficulty. Those areas were then further examined to determine the source of the difficulty. One of three possible sources was usually found to be responsible for the high error rate on a given question or topic: 1) the question as written on the exam was poorly worded or ambiguous; 2) the questions was one of the more discriminating questions; or 3) the information as presented in the instructional module was not clear enough for the reader to acquire the information adequately.

The first two potential sources of high error rate were easily resolved. Either the specific questions was reworded or clarified, or the questions was maintained in the exam as a discriminating item. However, when source of difficulty was found to be the module, the problem was not as easy to remedy. It required some type of revision of the module content. Usually, the revision would concern either some part of a narrative written by one of the Project staff or a clarification of one of the informational competencies to help the trainee cue in to the most salient aspects of the article or narrative. Another strategy for assisting the trainees to pinpoint key areas of content was to revise the self-quizzes contained in the module.

Module evaluation forms. A module evaluation form was provided with each module disseminated (see Appendix F). Eleven questions were in a Likert scale format, and four questions required a written response.

The student was asked to respond to such areas as: module organization, interest level, difficulty, and relevancy to classroom; information gained; adequacy of self-quizzes; evaluation of the exams as well as specific likes and dislikes of any particular articles, chapters, or books.

Problems with the Modular Format

The first problem encountered with the modular format was that variations in trainee entrance behaviors were unknown. Thus, initially it was difficult to gauge how difficult to make the program. If it was too easy, it was felt that many trainees would not be sufficiently challenged and would drop out of the program because the program was not fulfilling their needs. If, however, the program was too difficult, many trainees would become discouraged and would drop or flunk out, possibly leaving some rural areas of the state without an SMH teacher. Thus, the first year of the project was based on the "best guesses" of a group of faculty, administrators, and preservice trainees. The "best-guess", though adequate resulted in modules which were deemed too difficult by at least one-fourth of the trainees. In particular the trainees felt: 1) the modules (in the resource management format) had too many required readings which were repetitious in content, 2) the readings were not directly relevant to the SMH population, and 3) some readings appeared to be contradictory to others. The Project staff was able to solve most of these problems by writing original manuscripts which summarized the salient features of several articles and which used relevant examples. In addition, as the literature about teaching the SMH population expanded, more relevant, well-written and data-based information became available.

Another major problem was related to the rapid growth of the knowledge base in the field of teaching the SMH population. Although this expansion was useful because it resulted in more relevant and useful information being written and published, it made constant revision of the modules necessary. At least once each year, it was imperative to revise every module so that the information would remain current. This would not have been a major problem if the resource management format had been successful. However, the revision of the lengthier module format and the then necessary revision of two formats of each exam was time-consuming and expensive. Further, in order not to make the modules too lengthy it was not only necessary to decide what to add, but to determine which information to leave out. This seemed to be quite difficult. This constant state of revision also seemed to disturb some trainees. It appeared that their complaints primarily were oriented around two points: 1) they could not use the modules someone else had bought during a previous semester, thus they could not cut the costs of their education, and 2) if they had problems understanding some information, trainees who had previously taken the same module often were unable to help them because the previous trainees had not been exposed to the same information.

A third problem was one of supplying materials. Since the University of Kansas does not have a pre-enrollment procedure, it was almost impossible to determine how many copies of a module to print for any given semester. If too many were printed, it was wasteful since they would have to be thrown out when revisions were made. However, if not enought were printed, some trainees had to wait approximately a week before they received their modules. A clear understanding with the University bookstore is also needed if the modular format is to work smoothly. The project staff need to clearly understand the policies of the bookstore in terms of phone orders, whether they will mail orders C.O.D., the best time for trainees to submit book orders and who the trainees should contact if problems arise. The bookstore personnel need to clearly understand the problems caused for the trainees if books are not mailed to them early in the semester and must be advised to anticipate a large number of orders from perons outside the University.

The haste with which modules were printed and bound sometimes caused problems as well. For example, some trainees complained about unreadable pages, missing information, pages printed out of order, etc. Although these were relatively minor problems, the time delay necessary to remedy them by phone/mail often proved irritating to both staff and trainees.

Finally, a major problem revolved around the issue of incompletes. In a modular based off-campus course it is often difficult for the trainees to exercise the required motivation and self-discipline necessary to read the material and prepare for exams at a steady rate throughout the semester.

Without the structure of scheduled lectures, there is little to motivate the trainee to do the work; and without the presence and reinforcement of the teacher and peers, there are no immediately obvious consequences for completing or not completing work on time. This problem is further exacerbated when trainees demonstrate any or all of the following: 1) difficulty in learning from written materials, 2) "test anxiety" 3) a feeling that they already know the material, 4) non-enrollment in college for a long period of time, 5) difficulty in doing graduate level work, 6) a dislike for course work coupled with the feeling they were forced to take the courses, 7) working at a center with a different theoretical orientation from the courses, and/or 8) an attitude that off-campus courses will not have the same consequences as those taken on-campus. Since these factors are often present in trainees who are engaged in becoming certified or re-certified while holding a full-time job, often in a rural area devoid of colleagues, incompletes are *very* common.

A well-thought-out policy specifying when a student could receive an incomplete, how long the student had to remove the incomplete from his/her record, and the consequences of not completing the work within the designated time parameters are apparently a necessity for a modular-based program. University and department record keeping rapidly becomes unmanageable if large numbers of students take incompletes.

There are a number of ways of handling potential incompletes, none of which is completely successful with all trainees. The easiest method is to provide a schedule to each trainee stating when each exam should be taken. This method will often help those who are partially self-disciplined to get organized. However, it does not seem to help the majority of trainees. It would probably be more successful if a particular exam was consider to be "failed" if it was not taken on schedule; however, this approach does not allow the trainee who is a slow reader or who has a very time-consuming job quite enough flexibility.

Another method is to contact individual trainees by phone or letter at given intervals to remind them to finish their modules and take their exams. Phone contacts seem to be fairly successful in motivating the trainee, but are costly, both in terms of money and staff time. Written contacts are unsuccessful and are also costly in terms of personnel time and postage, however, they do provide a visual reminder for the trainee. The major problem with this approach is the conviction held by the staff that on-campus professors do not cajole, beg and nag trainees to complete coursework, therefore off-campus staff should not be put in this position. This dislike for nagging other adults is especially prevalent at the graduate level, where staff would assume trainees have some ability to be self-motivated. The implication of this approach to incompletes is that the responsibility for completing course work lies with the teaching staff, rather than with the trainee.

A third approach is to spell out the rules/penalties for incompletes in detail, make written contact to those trainees who are behind at midterm, and enforce the rules/penalties. This puts the responsibility of coursework completion back on the trainee and is the approach taken by this project. Appendix G contains the final incomplete policy that was established in this project. This memo was sent each semester to all students enrolling in the program.

Although these problems decreased as the program evolved, they were a source of friction and strain for both staff and trainees. Any group considering replicating this model should anticipate similar problems, but they should recognize that they are temporary.

Developing an Instructional Module

The actual development of an instructional module is a task that many staff members approach hesitantly. There are a number of reasons, however, why all staff members should be encouraged to participate in this aspect of curriculum development.

1) The different approaches of staff members will help keep the curriculum from becoming too narrow in its perspective.
2) Contributing to writing a module will promote professional growth.
3) Active participation in the writing will ensure that staff members are competent in the specific areas.
4) Active participation in the writing will usually make a staff member feel more of an integral part of the project.

Pinpointing the specifics that are involved in the development and writing of an instructional module assists staff members in organizing this somewhat complex task. Table 7 outlines the steps involved in the development and writing of an instructional module. This type of outline allows the writer to enter at any point. That is, if a module is being developed from scratch, the writer will begin at Step "I." However, if information has already been collected and compiled from teachers in the field, the writer need only begin at Step II.

Table 7

Instructional Module Development

I. Compile information for potential objectives (see section of content development of the program).
    A. Gather salient information from other University programs.
    B. Compile necessary information from teachers currently serving the target population.
    C. Solicit information from parents of severely handicapped children (of a wide range of ages and handicaps) to determine what skills they a teacher to have.
    D. Solicit information from administrators and supervisors in local and state educational agencies.

II. Make a preliminary list of instructional objectives.
    A. Use information from step I.
    B. Use information from your own experience.
    C. Use information from your observations of classrooms for the severely handicapped.

III. Literative review.
    A. Review available literature and select readings related to instructional competencies.
    B. Set up criteria for inclusion/rejection of an article/information. Possible variables to consider are:
        1) recency: how far back should one look?
        2) data-based versus theoretical.
        3) clarity and depth (i.e. will it meet the needs of the trainee who has been out of school for a long time without boring a trainee with an excellent academic background?)

4) direct application to classroom practice.

C. From the literature review, note competencies that were not included in the original list but that seem to be important in the literature. Decide whether to add these competencies to the module.

D. Pinpoint those competencies that have no information available in the literature. Decide whether these competencies are critical or should be deleted.

E. For those competencies that have a number of articles available, decide on the one or two that seem to be the best. Input from colleagues and graduate students may be needed at this point. Use the other readings as supplementary readings.

IV. Writing original papers.

A. A (brief) paper should be written addressing any competency that was determined to be important which was not addressed adequately in the literature.

B. A paper may be developed for those competencies that have several equally important references. This type of paper usually takes the form of a small literature review. Since most of the literature is not specific to the SMH, when a paper of this format is written, the opportunity should be taken to relate the literature more directly to the severely multiply handicapped classroom.

V. Arrange components into module prototype.

A. Develop a list of instructional competencies.

B. Develop a list of related performance competencies.

C. Make a required reading list.

D. Make a supplementary reading list

E. Make an audiovisual resource list, if applicable.

F. Arrange the readings in an appropriate sequence.

G. Write an overview explaining the purpose of each reading and the sequence in which to read them.

VI. Write self-quizzes and answers for each reading in module.

A. Be sure questions relate to instructional competencies.

B. Insert self-quiz questions at the end of each article and answers in the back of the module.

VII. Develop one or two evaluation instruments (exams) for the module. Variables to consider are:

A. Length and number of points.

B. Format: short answer, essay, or combination.

C. Whether each module in the course will be weighted equally.

D. Relating exam questions to informational competencies.

E. Relating exam questions to self-quizzes.

VIII. Have module and exams typed, preferably on computer-assisted typewriter, for easy revision.

IX. Proofread each module.

X. Arrange for printing of module.

XI. Insert module evaluation form in each module.

XII. Decide how modules will be distributed (e.g., bookstore, project staff, enrollment) and make necessary arrangements.

XIII. Begin revision stage (see evaluation revisions section).

DESIGNING INSERVICE PRACTICUM TRAINING EXPERIENCES

Practica are the backbone of any inservice training project. For the Statewide Inservice Training Project, they served basically two functions. First, they were used as evaluative mechanisms. A teacher-educator cannot rely solely upon a trainee's ability to master academic knowledge and theory to predict actual classroom performance. However, observation and measurement of a trainee's performance in a classroom environment can be used to improve predictive validity. Second and most important, practica served as an additional vehicle for learning. Often, trainees cannot implement new techniques (or apply academic theory) due to one or a combination of the following: a) lack of understanding of the technique, b) lack of prerequisite skills, c) unavailability of needed materials, and/or d) incompatibility (either physical or administrative) of the setting/ organizational structure with the new technique (Gross et al., 1971). Practica serve as settings in which trainees can learn prerequisite skills, watch demonstrations of new techniques, seek further information about techniques they do not understand completely, try out skills under supervision to insure student safety, and utilize new materials initially provided by the practicum supervisor.

In order to serve these functions optimally, practica should not be random, uncontrolled experiences with poorly defined goals (i.e., like much of today's student teaching). They should be well planned, controlled experiences with goals appropriate to the trainee's current level of expertise. These experiences should be, as far as possible, intertwined with the trainee's previous academic/ theoretical training so the trainee can be taught how to apply that knowledge in the classroom.

Considerations

Setting

Practica for Project inservice trainees took place at the school (or cooperative) where they worked. If they were not working, practicum arrangments were made with a nearby school district. Thus, practicum sites were scattered across the state. Figures 6, 7 & 8 display the distribution of teachers by semester throughout the state for each Project year.

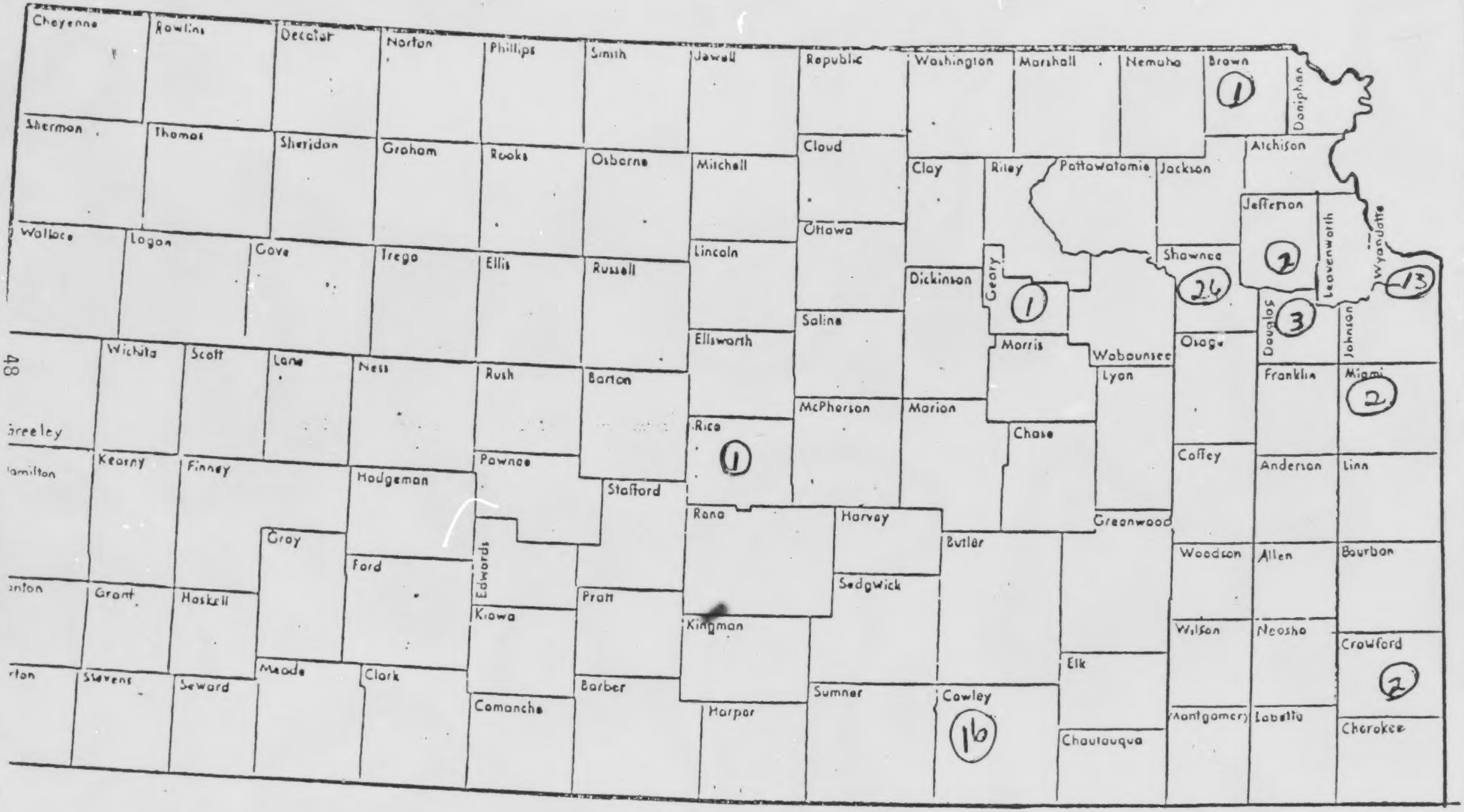
Practica for preservice trainees took place in Kansas City, Olathe, Topeka, Lawrence, or Oskaloosa (approximately a 60 mile radius from Lawrence), usually in classrooms staffed by persons who had already completed all or some of the practica offered by the program. Obviously, since no such practicum sites existed in the first two semesters of the Project, sites were chosen from classroom and teacher evaluations conducted by the State Department of Education.

FIGURE 6

Fall 1978/Spring 1979/ Summer 1979 Practicum Sites

Fall 1978 / Spring 1979 / Summer 1979

Practicum Sites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Seward
Meade
Clark
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Harper
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Cowley
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Elk
Chautauqua
Montgomery
Labette
Cherokee

FIGURE 7

Fall 1979/ Spring 1980/ Summer 1980 Practicum Sites

Fall 1979 / Spring 1980 / Summer 1980

Practicum Sites

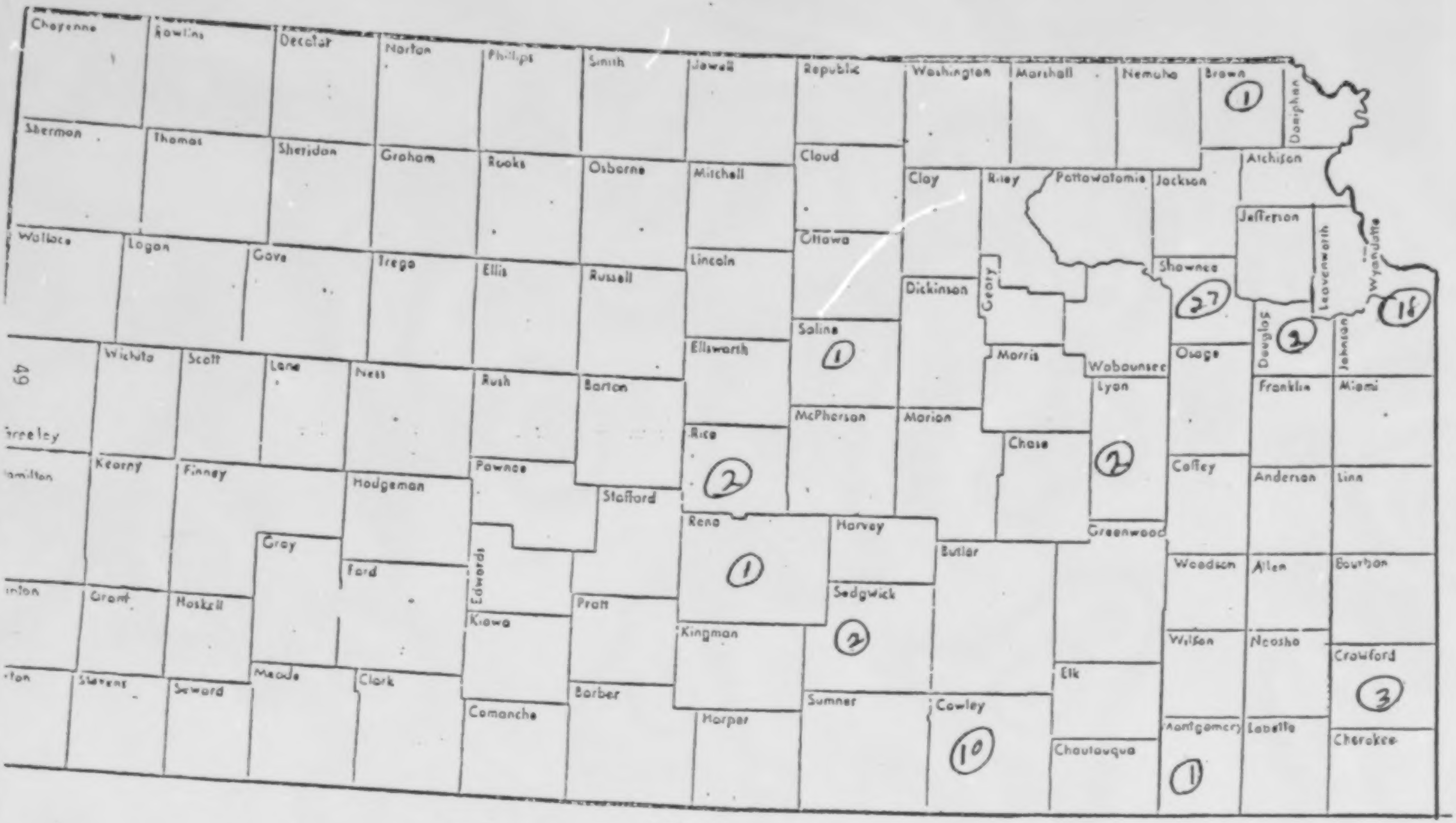
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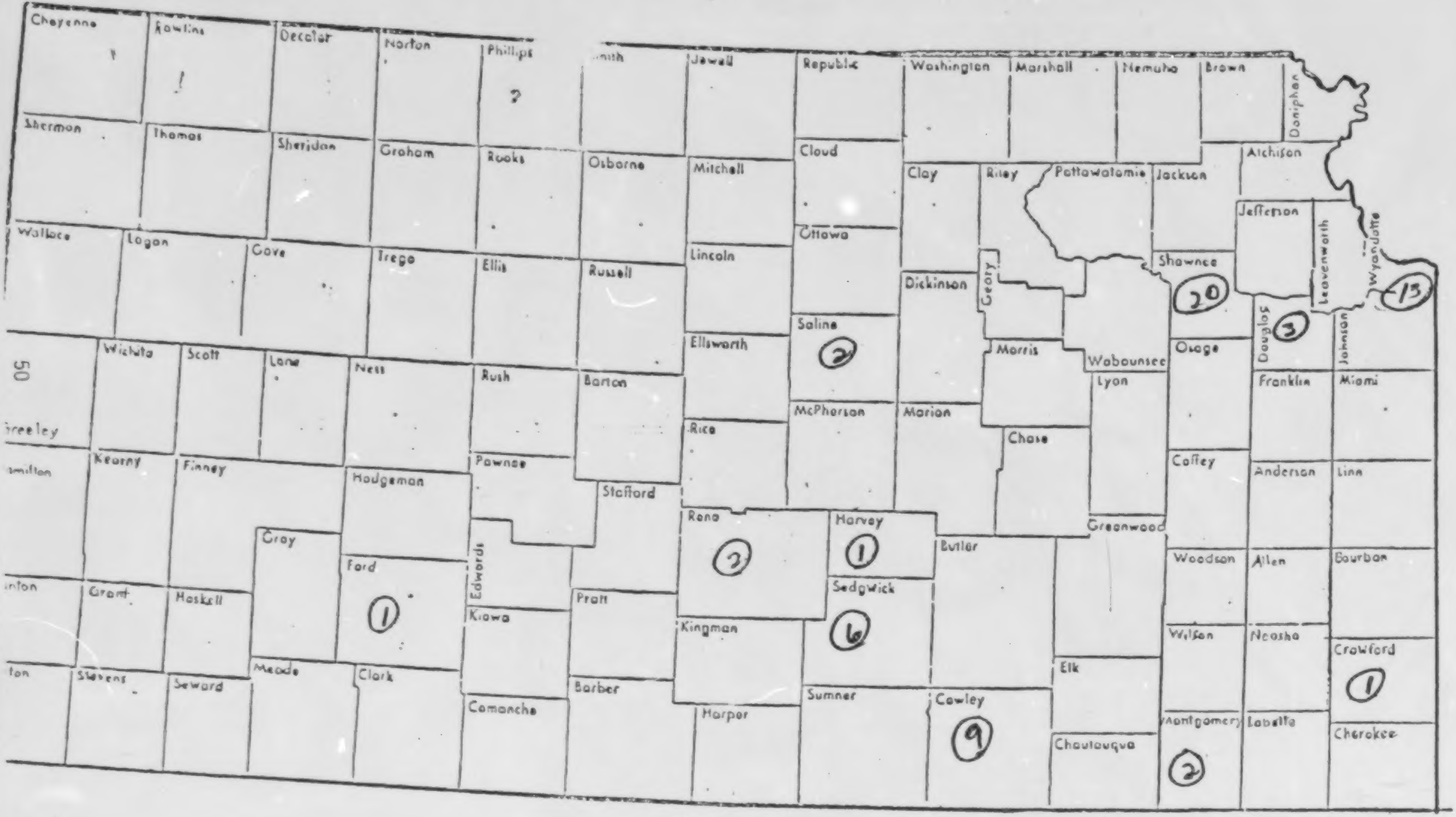
FIGURE 8

Fall 1980/ Spring 1981 Practicum Sites

1980 / Spring 1981

racticum Sites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Cherokee

Staff Organization

The Statewide Inservice Project had two full-time teacher trainers, the Project coordinator, and two to five doctoral students each semesters to serve as practicum supervisors. The two full-time teacher trainers were graduates of the SMH (master's degree) program at the University of Kansas. The part-time supervisors (i.e., the doctoral students) were also working in the area of SMH. Thus, all supervisors had a behavioral orientation with a strong emphasis on the importance of functional teaching and normalized environments. Some trainees felt that this provided the security of a cohesive, unified approach to classroom teaching. Others, however, perceived this singleness of approach as too narrow, either because of conflict between the trainee's orientation and that of Project staff, or simply because of a trainee's desire to sample a wider array of approaches in order to evolve a style that suited his/her classroom. In spite of this drawback, it appeared (at least in this Project) that a consistency in theoretical orientation caused fewer problems to trainees.

On the other hand, because different supervisors stressed different aspects of classroom teaching and had different areas of expertise, a consistent effort was made to ensure that a trainee was supervised by at _least_ two different persons. This not only broadened the opportunity for trainees to learn a variety of skills, but it also gave the Project staff a better view of the trainee's actual competencies.

Staff preparation and criteria. The selection of practicum supervisors was probably the most critical component in devising and maintaining a high quality inservice practica program. It appeared imperative that practicum supervisors have _recent_ SMH classroom experience. Excellent skills in teaching SMH students seemed to be the most crucial characteristic a supervisor had for being accepted by the trainee. The demonstration of teaching skills with a variety of students in settings where needed equipment was not always available was a common occurrence for supervisors. Experience with other types of disabilities was often needed because numerous rural classes serve a heterogeneous group of students.

A second crucial asset was the ability to work well with other adults. This required a person who was not rigid in his/her demands, who could not be pushed around by a threatening trainee, and who was not swayed by someone who always had an excuse for not doing the required work. Training supervisors to deal with adults and to give feedback that maximizes change and maintains good trainee performance is a key element of any inservice training project. It appeared that our full-time staff were generally better accepted than the doctoral students. Two reasons seem to contribute to this distinction. First, full-time staff, especially after the first year, had gained enough experience with adult supervision to become more flexible in the way they approached different trainees. Second, practicum supervision was not the first priority of the doctoral student. Hence, they generally did not put in as much time as the full-time staff, who had supervision as their top priority.

Probably the two most difficult aspects of practicum supervision were: 1) helping the trainees recognize and be somewhat comfortable with their limitations, without reinforcing evasive strategies or laziness, and 2) managing the conflict between being an evaluator on the one hand and a consultant on the other.

Practicum supervision is a time consuming job. For example, when the Project was in its second year, staff members averaged 80.5 hours/month in active supervision, grading and writing feedback, and 60 hours travelling Obviously, this did not leave them much time to help with module revision or other aspects of the Project. Also, the pace was grueling. Therefore, it was important to allow supervisors extra time off when feasible and to rotate, each semester, the responsibility of traveling to distant sites.

Practica Organization

A large pool of possible performance objectives for the practicum were developed through consultation with parents, teachers, therapists, special education faculty at several Universities, and graduate students.

Several criteria were used to decide which of these proposed objectives would actually be included in the practica. These criteria were: realism, range, and accountability.

Realism. Practicum exercises need to be designed to encompass skills that the teacher-education staff, SMH teachers, and the trainee recognize as part of the real work of the profession. Observation exercises are less realistic than those that require trainees to identify a problem, determine the appropriate technique, implement the technique, and make decisions about its effectiveness. This aspect of practicum design is especially crucial when conducting *inservice* training since trainees who have classroom experience and crowded schedules have little patience with exercises that do not *directly* contribute to classroom or personal improvement. In most cases, allowing persons "in the field" to generate objectives, resulted in realistic objectives. In addition, some actual job analyses were undertaken to assure realism and importance of proposed competencies.

Range. Practicum exercises need to encompass, as far as possible, the full range of skills associated with being a teacher of the handicapped. Because no education program can equip a trainee with experience in handling every problem that will emerge, the focus of this project has been to apply basic teaching tools to a wide variety of problems. It is also important not to lose sight of the fact that an SMH teacher not only teaches but engages in many other professional activities. Record keeping, time management, and working with teacher assistants, parents, and other disciplines are examples of critical professional behaviors that need to be practiced under supervision.

Furthermore, the range of performance objectives should not be significantly wider or narrower than the range of instructional objectives; i.e. performance objectives would probably be best if they were drawn directly from information presented in the modules. The practica devised by this Project were directly tied to the instructional modules and encompassed skills related to organization, teaching, professional team work, and parental encounter.

Accountability. For the best and fairest results, it was decided that each performance objective included in the practica should be directly observable and measurable. Thus, several discussions were held among Project staff as to whether a trainee's competency on proposed objective was measurable, and exactly what type of measurement technique (e.g. direct observation, permanent product) would be most applicable.

The objectives that met the criteria of realism, range, and accountability were then sequentially ordered by determining 1) which objectives could not be implemented correctly until the student had mastered others; 2) which objectives were based on prerequisite skills not covered by any objectives, and 3) the informational module from which the objective was drawn. This last dimension needed to be considered in order to designate course sequences. Because of the large number of prerequisite objectives, the total number of objectives, and the anticipated diversity of trainee entry skills, it was decided that three levels of practica would be offered: basic, intermediate, and advanced. The levels were sequentially programmed in terms of difficulty, responsibility required of the student, amount of time necessary to complete the practicum and the established versus experimental nature of the material taught.

Basic Practicum. Basic Practicum was scheduled to be taken after, or concurrently with, the first five instructional modules. Trainees with a strong academic background in behavior modification, at least five years of classroom experience with moderately/severely retarded students, and/or a Master's degree were often excused from all or part of this practicum. Such students were shown the practicum and asked if they felt they had the skills. If they stated they were missing some skills, those skills were either added to Intermediate Practicum, or the trainee was advised to take Basic, depending on the degree and importance of the deficit(s) to future practica. Those who felt they already had the skills were allowed to skip Basic Practicum with the understanding that they would be required to add exercises if the supervisor deemed it necessary.

Basic Practicum required that, during a regular 18 week semester, the trainee spend at least three hours/week in a classroom that served at least one SMH student and two or three hours/week doing written or observational work.

This practicum was one in which the trainee was systematically trained to develop and instructional program and to teach a student with no severely debilitating physical handicaps who was under a fair degree of instructional control. This training was to be done in a one-to-one instruction mode. The trainee was also expected to demonstrate proficiency in skills such as assessing the student, selecting a reinforcer, and setting up and maintaining records for the student.

Our initial efforts were neither time-nor cost-effective. The instructional modules that the trainee had completed were not heavily oriented toward actual techniques; they were primarily designed to give an overview of the field and to establish a particular attitude toward the rights of the handicapped and the overall structure (behavioral, normalizing, and functional) desired in classroom teaching. Thus, trainees were usually able to organize student records, evaluate the students, and determine effective reinforcers, since the necessary techniques had been spelled out. However, they often had difficulty when asked to actually take data, make decisions about their teaching effectiveness, and implement changes based on these decisions. Inservice trainees simply continued doing what they had previously done in the classroom, which was often not what would be considered optimal teaching. Preservice trainees often did not know where to begin. Thus, the practicum supervisor needed to make many trips to the practicum site, write the programs, design the data sheets and graphs (since these skills were covered in depth only in later modules), as well as demonstrate, evaluate, and give feedback on actual implementation of training, data taking, and graphing.

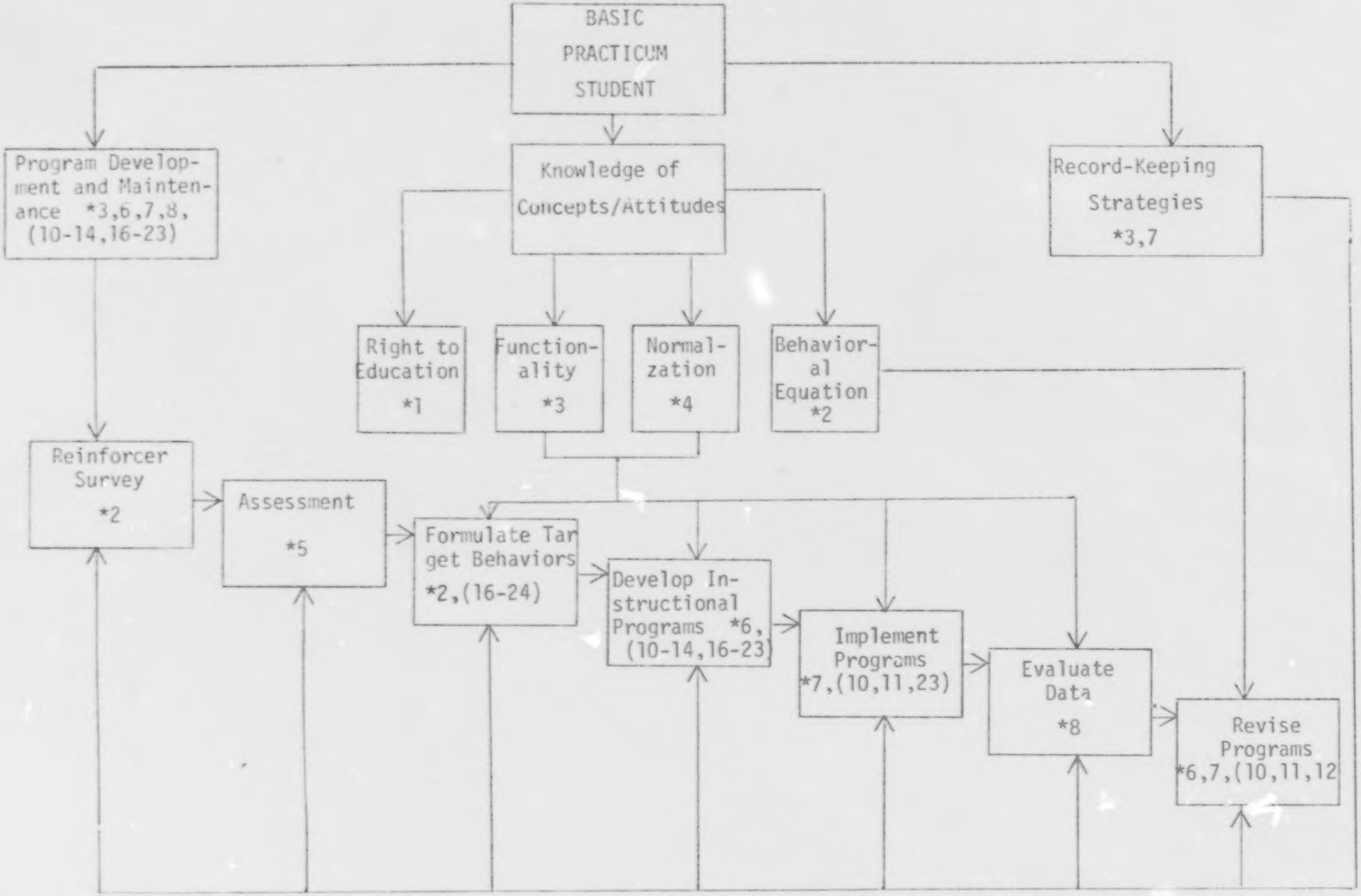
As the number of students in the program increased, more supervisor time was required, and travel costs steadily escalated. It became clear that substantial modifications were needed. One possibility was combining

Basic and Intermediate Practica. This would ensure that trainees had been exposed to all the needed technical skills prior to Advanced Practicum. This possiblity was rejected because: 1) It involved the sacrifice of other objectives at either the intermediate or advanced level simply because of time; 2) Inservice teachers were presently in classrooms, and the Project still felt an obligation to provide handicapped students in those classrooms with improved services; 3) Preservice trainees were often eager to have classroom experience; and 4) Many of the skills encountered in the higher level practica were based on the premise that the trainee had the basic teaching skills needed to deal with the easy student in the classroom.

Thus, Basic Practicum was modified so that the trainee was guided through videotape exercises designed to teach the basic skills of recognizing training techniques and collecting and graphing data. These videotaped exercises also had the advantage of visually demonstrating optimal teaching techniques to trainees without having to send a supervisor to the site. Portions of the practicum that had originally been done for the trainee by the supervisor (program writing, data sheet, and graph design) were made the responsibility of the trainee through the use of examples and short explanations in the practicum module. Representative exercises from the final product are included in Appendix B. This practicum format has now been in use for two years and appears to be more effective in teaching the desired skills than the previous format. It has been well accepted by both trainees and Project staff. Figure 9 represents the main competencies of Basic Practicum. It demonstrates how the separate competencies are integrated into an interrelated, cohesive program, i.e., the concept of functionality is demonstrated in

FIGURE 9

Schematic Relating Basic Practicum to Instructional Modules


BASIC PRACTICUM STUDENT
Program Development and Maintenance *3,6,7,8, (10-14,16-23)
Knowledge of Concepts/Attitudes
Record-Keeping Strategies *3,7
Right to Education *1
Functionality *3
Normalzation *4
Behavioral Equation *2
Reinforcer Survey *2
Assessment *5
Formulate Target Behaviors *2,(16-24)
Develop Instructional Programs *6, (10-14,16-23)
Implement Programs *7,(10,11,23)
Evaluate Data *8
Revise Programs *6,7,(10,11,12

* Specific required module numbers for each competency

( ) These modules are not required reading for the corresponding information course, however they can be used when a more in-depth resource is needed.

the classroom through the development of target behaviors, instructional programs, and program implementation.

It needs to be noted that Basic Practicum does not include any skills that could endanger students if not correctly performed (such as feeding techniques, etc.). It was decided that such skills were better taught in the second practicum that is required of *all* trainees. However, this can often put the practicum supervisor in a moral (and potentially legal) bind if s/he observes practices that appear to *endanger* students (e.g., incorrect use of overcorrection). This situation has been handled by Project staff through special workshops (if a number of trainees in the same area are having similar problems), individual assistance, or recommending that the trainee request technical assistance from the State Department of Education. Such offers were usually graciously accepted by trainees. Only in rare instances did the trainee complain, either to the school system or the University, that the supervisor was overstepping his/her authority. These problems were then resolved by having a meeting of concerned individuals and presenting reasons for the supervisor's recommendations. It appears crucial, however, that practicum supervisors exert authority beyond the bounds of a given practicum *only* when student safety is involved or when the trainee specifically asks for help in an outside area.

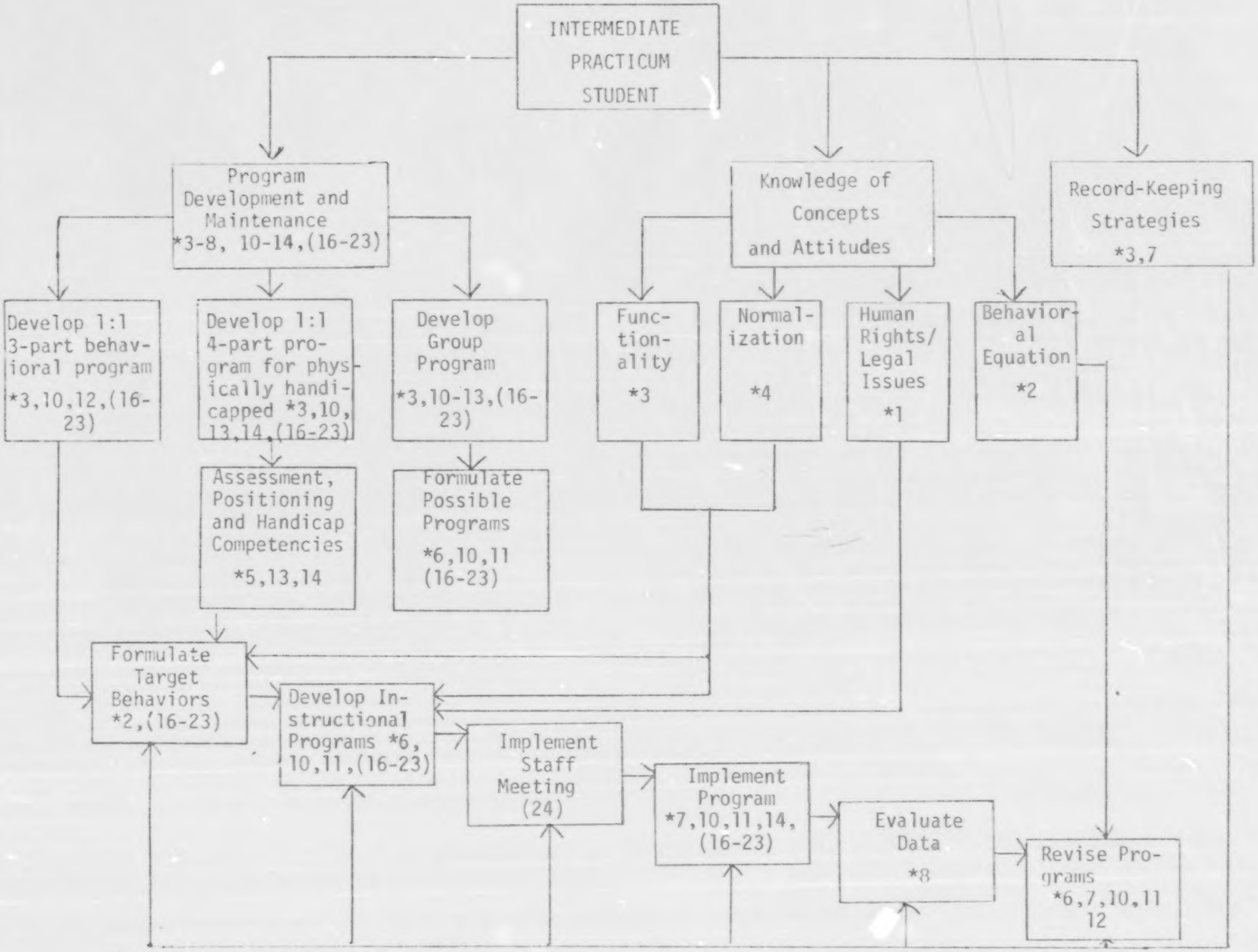
Intermediate Practicum. The second practicum was designed to teach the trainee to deal with more difficult students (e.g., physically handicapped, behavior problems) more successfully as well as providing practice in utilizing more complex systems of data collection and program presentation. This practicum also stresses communication with other professionals related to programming. It consisted primarily of: 1) positioning and teaching a physically handicapped student eat or dress, 2) learning to choose, write, and implement one deceleration technique (along with other programs designed to strengthen appropriate behaviors) for a student who exhibited behavior problems, 3) explaining the programs used in the practicum to paraprofessionals and to another professional such as an occupational therapist or speech therapist, and 4) utilizing at least four different systems of measurement. Representative exercises from this practicum are included in Appendix C. Figure 10 represents the organization and integration of the Intermediate competencies.

All trainees were required to enroll in Intermediate Practicum, which could be taken after completion of, or concurrently with, Modules 6-14. It required eight hours per week in a classroom that serves at least two SMH individuals. Homework (such as program writing, record keeping, etc.) required three to four hours per week.

Advanced Practicum. The third practicum offered a choice of practicum involvement to trainees. Those trainees who were currently holding a supervisory or administrative position and those whose primary job goals in the near future related to administration, could choose to take a Supervisory Practicum. This gave trainees opportunities to practice personnel accountability procedures, locating funding sources, presenting and arranging inservices, coordinating classroom goals with those of other services (such as vocational placements, TMR), delineating entry and exit criteria for SMH classrooms, initiating and documenting parent contacts, as well as general troubleshooting. This practicum component was added in the second year of the grant, due to the number of supervisory personnel who desired certification. Representative exercises are included in Appendix D. Because it was felt that a prerequisite for

FIGURE 10

Schematic Relating Intermediate Practicum to Instructional Modules


INTERMEDIATE PRACTICUM STUDENT
Program Development and Maintenance *3-8, 10-14,(16-23)
Knowledge of Concepts and Attitudes
Record-Keeping Strategies *3,7
Develop 1:1 3-part behavioral program *3,10,12,(16-23)
Develop 1:1 4-part program for physically handicapped *3,10, 13,14,(16-23)
Develop Group Program *3,10-13,(16-23)
Functionality *3
Normalization *4
Human Rights/ Legal Issues *1
Behavioral Equation *2
Assessment, Positioning and Handicap Competencies *5,13,14
Formulate Possible Programs *6,10,11 (16-23)
Formulate Target Behaviors *2,(16-23)
Develop Instructional Programs *6, 10,11,(16-23)
Implement Staff Meeting (24)
Implement Program *7,10,11,14, (16-23)
Evaluate Data *8
Revise Programs *6,7,10,11 12

* Specific required module numbers for each competency

( ) These modules are not required reading for the corresponding information course, however they can be used when a more in-depth resource is needed.

being a competent supervisor of teachers was being a competent teacher, certain academic criteria were established. In order to be eligible to participate in this practicum, the trainee must have received an "A" in Basic and Intermediate Practia and at least a "B" in all other coursework. Figure 11 represents the organization and integration of the advanced competencies.

The other practicum option was designed for the trainee who worked in a classroom setting. It was designed to allow a preservice trainee to assume full responsibility for a classroom, as well as provide both preservice and inservice trainees the opportunity to implement some of the newer methods of instruction, such as group programming, under the supervision of, and with some assistance from, the supervisor. Trainees were also guided through exercises designed to improve their working relationship with parents and paraprofessionals as well as with other professionals. Representative exercises are included in Appendix E.

All students were required to enroll in Advanced Practicum. It required 20 hours/week in a classroom serving at least four SMH individuals. Homework, involving design of materials, record keeping, and parent involvement activities, generally required two to three hours per week.

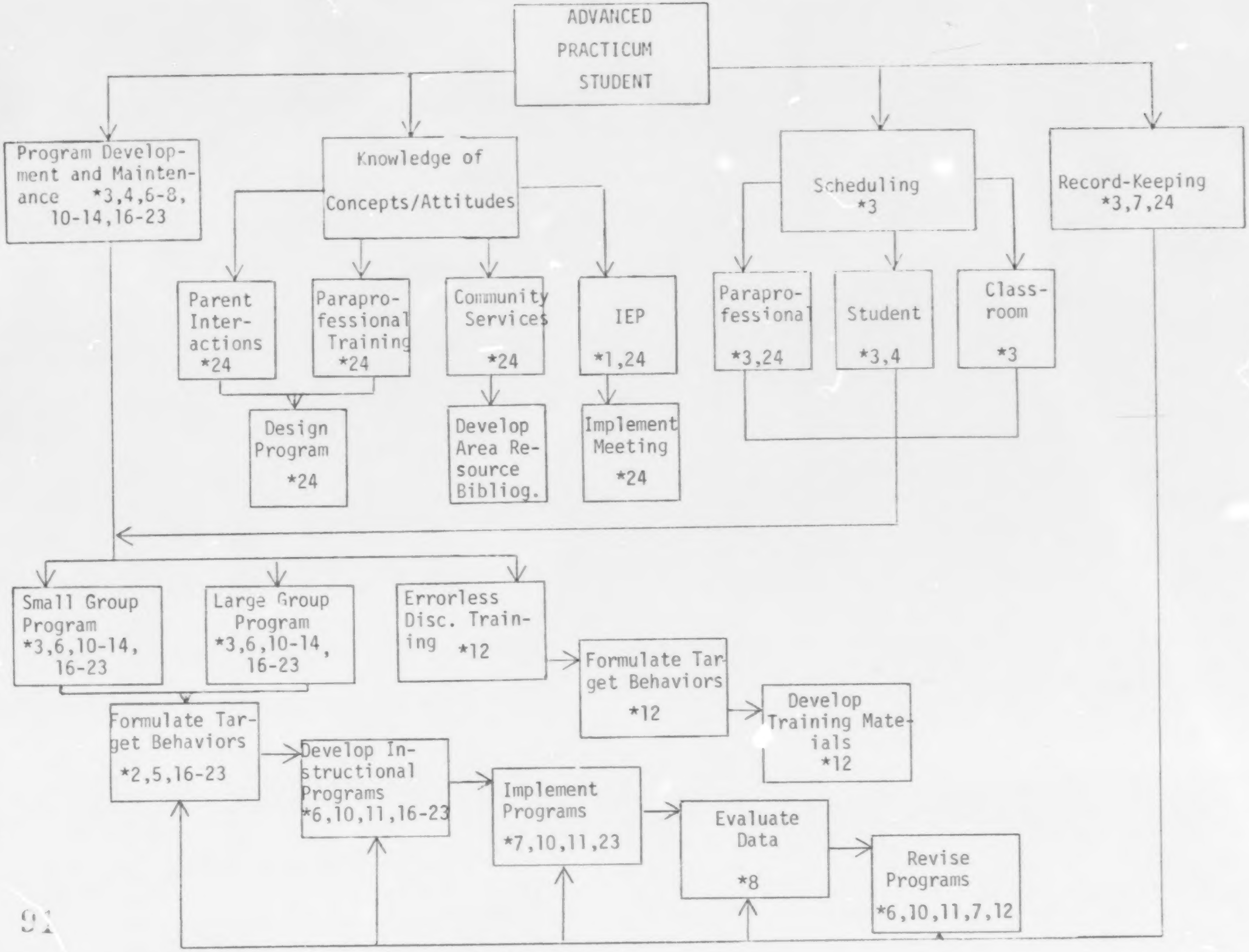
Supervising the Practicum Supervisors

Assigning students to supervisors. A meeting of all project staff and doctoral students concerning student assignments should be held the day after registration. Trainee assignments should be made considering the following variables:

(1) A trainee should have at least two different supervisors for the three practica.

FIGURE 11

Schematic Relating Advanced Practicum to Instructional Modules


ADVANCED PRACTICUM STUDENT
Program Development and Maintenance *3,4,6-8, 10-14,16-23
Knowledge of Concepts/Attitudes
Scheduling *3
Record-Keeping *3,7,24
Parent Interactions *24
Paraprofessional Training *24
Community Services *24
IEP *1,24
Paraprofessional *3,24
Student *3,4
Classroom *3
Design Program *24
Develop Area Resource Bibliog.
Implement Meeting *24
Small Group Program *3,6,10-14, 16-23
Large Group Program *3,6,10-14, 16-23
Errorless Disc. Training *12
Formulate Target Behaviors *12
Develop Training Materials *12
Formulate Target Behaviors *2,5,16-23
Develop Instructional Programs *6,10,11,16-23
Implement Programs *7,10,11,23
Evaluate Data *8
Revise Programs *6,10,11,7,12

* Specific required module numbers for each competency

(2) New doctoral students should be assigned only to basic practicum trainees.
(3) Doctoral students should be assigned trainees only in immediate area to minimize disruptions of their classwork.
(4) Each semester, one member of the full-time staff, usually the Project coordinator, should be primarily center-based and not travelling extensively. This person can handle on-campus exams, the bulk of exam grading, and phone calls from trainees needing assistance. This person will also be responsible for the majority of writing during the semester.
(5) The amount of travel, especially that involving overnight trips should be rotated, so that the same person doesn't do the majority of travelling semseter after semester.

Practica Review. At the meeting held the day after registration, the Project Coordinator should give a detailed review of the pracica. Special attention should be given to specific module revisions made in the past semester. This is also the time to address questions that were raised by trainees or supervisors the previous semester. Practicum supervisors feel that this meeting is very helpful in obtaining demographic information about their future trainee (e.g. location of class, trainee experience, teacher to student ratio, etc.) as well as information about specific school policies (e.g., signing-in at main office, meeting the principal, etc.).

Meeting Prior to First Visits. A meeting should be held prior to the first practicum site visit to establish emergency/safety precautions. The following item should be discussed at the meeting:

1. Have each staff member indicate the route they will take to get to each site. Emphasize the importance of them taking this route each time or informing the office of any proposed change. Post near the phone.

2. Have each staff member turn in a description of their vehicle and its license number. This will be used both for travel vouchers and for having the highway patrol find the supervisor in case of an emergency. Post near the phone.

3. Have each staff member turn in the name and work phone number of the person they wish contacted (usually spouse or parent) in case of an emergency.

4. Decide on a town half-way between home base and practicum site and arrange for staff to call you from there (usually after 7:30) to be sure the meeting has not been cancelled. This is particularly crucial if the weather is bad.

5. Give each practicum supervisor a list of items which should be carried in the car for safety in your state's weather conditions. Also tell what to do in case of accident. If the project can afford it, personnel should be provided with flashlights, safety flares, first aid kit, gas can, and drinking water container.

6. Remind each staff member to keep an up-to-date calendar in the office and to leave the name and phone number of the motel(s) used for any overnight stops. If plane is used, personnel should leave a description of plane, flight path, (if known) flight number (if any), and time of arrival and departures.

7. Remind each staff member to carry a credit card (such as VISA or Mastercard) to use in case of unexpected overnight stops; a major oil company card for use in case of car breakdown, the phone numbers for the office and all trainees to be supervised; car and medical insurance cards. A telephone credit card for Project staff is almost a necessity, so phone calls can be made if supervisor is low on money or if collect calls cannot be made.

Evaluation of Practica

As indicated earlier, practica were set up on a modified competency-based model. Houston and Howson (1972) delineated the following central characteristics of such a model: 1) specification of learner objectives in behavioral terms; 2) specification of the means by which to determine whether performance meets the indicated criterion levels; 3) provision of one or more modes of instruction; 4) public sharing of the objectives, criteria, and means of assessment; 5) evaluation of the learning in terms of competency criteria; and 6) placing accountability on the learner for meeting the criteria. Competency based learning often implies that the trainee will be allowed as many tries as necessary in order to do the exercises competently. Thus, no grade other than "A" would be possible. The model adapted by the Statewide Inservice Project incorporated all aspects of competency education except that of allowing repeated attempts to master the material. This was not incorporated for a number of reasons: 1) It was very expensive in terms of time and money to keep traveling to a site to see a trainee repeat an exercise; 2) It resulted in a tremendous number of incompletes; 3) University policy was such that all A's in all classes taught by the Project might lead to charges of grade inflation; 4) Some students do not put in as much time and effort into their first assignments if they have an indefinite number of revisions to obtain an "A". These students end up relying on their supervisor for feedback on their assignments rather than turning in a quality first product; and 5) Project staff felt that trainees who needed repeated exposure to material in order to master it may, indeed, be less competent than those who could master it after one or two encounters. This latter point seemed extremely important. Though a trainee who needed repeated demonstrations and extra information could eventually be made competent in the areas covered by the practica, it appeared that this trainee would rapidly become less competent as the knowledge in the field expanded bacuase s/he could not learn it independently.

It was also recognized, however, that trainees may not be able to demonstrate a skill adequately until they had an opportunity to try the skill and receive feedback. Therefore, for most assignments the Project allowed a trainee to revise the assignment once, if the first attempt was not acceptable. By Advanced Practicum, however, the number of "one-try" assignments increased. This was done for those competencies that had been repeated since Basic Practicum, i.e., writing instructional programs, designing data sheets.

It should also be recognized that designing competency-based practica is not an easy job. Without a doubt, a major obstacle to this goal is a lack of measurement devices. Those used by Project staff had to be designed and then utilized for at least one or two semesters in order to iron out the "bugs". This was time consuming, and the use of imperfect instruments was often frustrating to both trainee and supervisor.

The final version of the competancies and instruments is included in Appendix F. Generally these instruments worked well and were quite useful in determining an objective and standardized grading system. However, even by the end of the Project, we continued to encounter some trainees, students and facilities where some of the evaluation instruments were partially or entirely inappropriate. At these times, the practicum supervisor revised the existing instrument as best she/he could.

Revisions

Effective education is a process, not a state. In order for the Project to maintain quality education, it was essential for the curriclum to continue to evolve. The practica, as well as the informational modules, underwent both extensive and minor revisions during the course of the Project. In terms of the practica, these revisions were primarily made in response to four factors: 1) input from current and former trainees about the usefulness, difficulty, and amount of time required for each exercise; 2) input from administrators who had hired former trainees about the adequacy of the trainee's preparation for the job; 3) emergence of new methodology or technology; and 4) feedback from practicum supervisors as to the clarity of the exercises and the adequacy of the evaluation instruments. Formal questionnaires (see Figures 12 and 13) were used to solicit input from trainees and administrators. Informal discussions were used by practicum supervisors.

The process of constant revisions brought both praise and criticism from trainees. Many appreciated the fact that their input was solicited and used for revisions. On the other hand, others expressed the feeling that the revisions either 1) made tne revised practicum easier for incoming trainees or 2) made the revised practicum much more difficult than it had been for former trainees. The point of view usually taken (but not always) had to do with whether that trainee had previously completed the practicum or was going to be taking it. Overall, however, trainees and supervisors in the last year of the Project seemed to feel that practica were significantly improved from their initial versions.

The process of revision, while worthwhile, required a significant amount of time. Evaluation instruments had to be designed and mailed to trainees

FIGURE 12

Questionnaire Sent to Administrators to Evaluate Former Trainee's Skills

Statewide Inservice Training Project
For Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Please fill out the following as it pertains to ______________________________('s) capability in these areas:

	Exellent	Very Good	Adequate	Less Than Adequate	Poor	Don't Know
1. Participating in IEP Conferences						
2. Writing Instructional Objectives						
3. Writing Instructional Programs						
4. Implementing Instructional Programs						
5. Assessment						
6. Working with parents						
7. Training/working witn aides						
8. Scheduling (so students are optimally programmed)						
9. Integrating students who are less handicapped in some areas						
10. Ordering & utilization of materials						
11. Maintenance of student records						
12. Using measurement/data systems						
13. Handling the physically involved students						
14. Protecting himself/school from possible law suits by careful attention to programs, permissions, etc.						
15. Protecting the rights of students & parents						
16. Using reinforcement (particularly edibles) appropriately						
17. Working with other professionals						

18. Overall, the program prepared this person well for his/her current role:

(highly agree　　　　Moderately agree　　　　Highly disagree)
5　　　4　　　3　　　2　　　1

19. For what aspects of this job does it appear that this individual has been best prepared by the program: ______________________________

____

20. List any aspects of this job for which the program did not prepare (or prepared inadequately) this individual. Give any suggestions about how we could remediate this deficit.

21. Other comments:

FIGURE 13

Questionnaire Sent to Trainees to Evaluate
Value of Inservice Training Program

Statewide Inservice Training Program for Teachers of the Severely/
Multiply Handicapped
The University of Kansas

Name: ____________________ When Courses Completed: __________

Where Employed: ____________________ Certification: __________

Position: ____________________ Master's Degree: __________

Total number of SMH students you work with: __________

Total number of SMH students with moderate to severe physical limitations: __________

Total number of students with deafness, blindness, or both: __________

Total number of students with severe behavior problems: __________

Indicate the usefulness of the following information to your current work by placing a ✓ under the best description. (If certain information was not included when you were in the program, indicate this by marking "Wasn't included.")

	very useful	moderately useful	somewhat useful	never used it	wasn't included
Right to Education					
Normalization					
Functional Curriculum					
I.E.P.'s					
Task Analysis					
Writing Objectives					
Assessment					
Writing Programs					
Standard Graphing					
6-Cycle Graphing					
Program Design (ABAB etc.)					
Data Decisions					
Strengthening Operants					
Weakening Operants					
Stimulus Control					
Errorless Programming					
Handling the Physically Impaired					
Prosthetic Devices for C.P.					
Group Work					
Record Maintenance					
Scheduling					
Generalization					
Schedules of Reinforcement					
Training Parents					
Training Aides					

Complete the following by circling the number that best reflects your opinion.

	Highly agree 5	4	Moderately agree 3	2	Highly disagree 1
1. The reading content of the program was appropriate to my role as a teacher of SMH children.	5	4	3	2	1
2. The practicum experiences in the program were useful to my role as a teacher.	5	4	3	2	1
3. Overall, the program prepared me well for my current role as a classroom teacher.	5	4	3	2	1

For what aspects of your job did the program best prepare you? ____________________

____

____

List any aspects of your job for which the program did not prepare you (or prepared you inadequately). Give any suggestions of references etc. that would help us remediate this deficit or suggestions about exactly what content you needed more information.

Do you now use the list of readings (Primary, Supplementary, Optional) that were provided in the modules? ________

Do you now use the audiovisual lists that were provided in the modules? __________

Which books, if any, did you buy (because of the program) that were especially helpful?

Can you recommend any other books that you use a great deal that we should recommend?

List any suggestions for improving the program.

Is there any way we can currently help you?

and administrators. Meetings with practicum supervisors had to be scheduled. Conferences had to be regularly attended and journals read in order to keep up with new (or outdated) technology. Furthermore, there was not much time to make revisions. That is, feedback on a practicum was generally not available until the end of a semester, and revisions needed to be made prior to the beginning of the next semester. This required rewriting, retyping, printing and binding in a short period of time. If the practicum had videotapes or other visual/auditory media that needed revisions, there was generally a full semester lag before revisions were able to reach students. Finally, revisions were expensive, especially if practica modules had already been printed and/or when audiovisual media were used.

In spite of these drawbacks, revisions have been an important and necessary component of the Inservice Training Project.

Problems with the Practicum Format

Although the practica generally were successful, there appear to be several major areas of difficulty in administering the model used. These are: 1) travel time for supervisors; 2) student characteristics in a given setting; 3) the existing classroom model; 4) setting criterion levels; and 5) the wide diversity of trainee entry skills.

Travel. Traveling long distances to supervise practica was expensive both in terms of gasoline, auto maintenance, per diem expenses, and staff utilization. It was not uncommon in Kansas for a staff person to drive for fours hours to a site, supervise for one to two hours, and then drive back. It some sites in Western Kansas, it was necessary to take commuter planes in order for the staff person to arrive at a site in time (and in a mental condition) to do adequate supervision. Secondly, such travel could not be continued for several semesters without taking its toll on staff morale and their physical condition. For this reason, and because there was always a great deal of work to be attended to on-campus, it was necessary to rotate the long-distance travel among staff.

Another variable related to long-distance travel was that Western Kansas trainees were more isolated from their supervisors than were their fellow trainees who were closer to the university. Long-distance trainees called (or wrote) with questions about a practicum exercise or a classroom problem much less frequently than trainees who were close. Thus, interaction with the supervisor was limited, for the most part, to actual site visits. Due to the expense and time involved in travel, a supervisor usually tried to cover more than one classroom on a trip. Thus, s/he could not spend a great deal of time with any one trainee discussing theory. Time was usually oriented directly toward the practicum. This was particularly unfortunate for those trainees who were relatively isolated in a rural area with no other professionals with whom to discuss general classroom concerns.

Lastly, because supervisors traveled long distances, they usually left home before the school day was in session. Therefore, trainees could not notify them when a student(s) was ill and was not available for observation or when school was cancelled because of weather. This resulted in wasted trips. Related to this was the problem of trips being subject to variations in weather; often trips were cancelled in the winter due to bad road conditions and/or closed schools. This was even more of a problem when commuter/private airplanes were used.

A project that necessitates a great deal of travel on the part of staff requires careful thought about how to safeguard the staff from physical injury while traveling under less than optimal weather conditions.

Student Characteristics. Sometimes, classrooms where trainees worked did not have students with physical disabilities or severe behavior problems. Because it was deemed crucial that the trainee learn to deal with these problems, some revisions were necessary. This problem was easily remedied in those cases where more than one SMH classroom was in the same facility. Arrangements were often made for the trainee to work with a student from another class for the time needed to demonstrate the competency. In more rural areas, however, the situation was much more difficult. In many cases, trainees were asked to take one week off from work and travel to an SMH classroom at the University Medical Center where intensive training was done by either Project staff or an occupational therapist. When this was not feasible, a one-day inservice was arranged at the site through joint efforts of the school district, the University, and the State Department of Education. Additionally, every effort was made to have SMH students who were physically handicapped or behaviorally deviant brought from another district by their parents in order to give the trainee's a chance to try a technique.

In some cases, the lack of appropriate students did not interfere with the practicum. For instance, Advanced Practicum only requires that the trainee work with SMH students; specific characteristics are not delineated. Therefore, as long as trainees had one or two SMH students in the class, they did not need to change sites. Most practica competencies were applicable to higher functioning students, so the trainee had no problem implementing the practicum in the heterogenous class.

Existing classroom model. Although the above problems caused some headaches, the major drawback to the site-based model was when trainees were employed in a setting that was not supportive of the model espoused by the training program. Since local schools (or cooperatives) must satisfy needs that derive directly from the community served, there will often be a discrepancy, hopefully only a slight one, between the objectives formulated for the practica and the expectations of the particular school system. However, sometimes the discrepencies that arose were so severe as to curtail entirely the use of the practicum at a particular site. For example, one site served by the practicum had only one student in the classroom at a time (therefore, each student was seen for only one hour/day), did not let teachers have contact with parents, did not allow teachers to write new programs for students (they could only use a standard set of programs previously approved by the administration), were not allowed to record any data other than correct/incorrect responses, and used only standardized data forms regardless of specific data needs. This put the trainees in a bind, because in order to meet the demands of the practica, they had to violate district policy. It put Project staff in a bind, because it appeared that they were giving sanction to a situation that they felt was not in the best interests of the SMH students. Although the conflict with this district was not entirely resolved, it was somewhat alleviated. The district agreed to let trainees do some of the unapproved activities, and the Project agreed to continue practica supervision there.

Sometimes, the situation was more subtle. For example, a trainee reported to us that when she accepted the position, the administrator told her the job consisted of babysitting. The teacher, however, got so bored within the first two weeks, that she decided to implement a more appropriate educational curriculum. Unfortunately, both of the paraprofessionals were comfortable with babysitting and were unwilling to change. The aides could not be replaced, because the administration agreed with the aides. Thus, the trainee was trying to do a good job but was receiving no reinforcement. The situation was further exacerbated, because the school was in such a rural area that the trainee had almost no opportunity to come into contact with professionals who felt as she did. Practicum supervisors were thus eagerly welcomed, but many of the trainee's efforts were sabotaged by the paraprofessionals.

On the other hand, there are a number of advantages to the site-based model. First, trainees can see the techniques in use with their own students, thus obviating the excuse, "Your kids are higher (or lower) than mine so that technique would never work." Conversely, the supervisor can see when a given technique fails even when done correctly, and thus can not use the excuse, "If s/he'd just do it right, I know it would work." Second, the model allowed the trainee to continue academic work without giving up a job or uprooting a family. Most trainees appeared to appreciate this. Third, the model was particularly supportive in rural areas where the trainee was an established part of the community and planned to stay in that location for a long time. Lastly, practicum supervisors were constantly reminded of the realities of teaching in public schools and institutions. This would not have been the case if they had contact only with University-affiliated schools. This diversity of contact (with both SMH students and administrative systems) truly sharpened the the skills of practicum supervisors.

If the Project could start over again, it appears that the optimal organization of practica would be to offer Basic Practicum at a University-affiliated center for a short (12 week) intensive period to expose trainees to an optimum model and then offer the other two practica in the trainee's own classroom.

Another problem related to the fact that what seemed to be an appropriate and reasonable evaluative measure for the majority of students in the majority of facilities were at times partially or entirely inappropriate for others. The supervisor was then faced with the task of revising an existing measure or devising a new objective evaluative procedure.

Setting criterion levels. A problem that constantly plagues the designer of a competency-based program is that of setting criterion levels. Howsam (1976) recognized the problem when he succinctly stated, "Knowing how to do something is one thing, knowing how to do it well is another, and doing it brilliantly is still a third" (P. 95). If minimal levels were used as criterion, many trainees would not strive to do more than meet those levels. If, on the other hand, high criterion levels were used, the program could rapidly become inflexible and penalize even good students (i.e., they would have to do the exercises in exactly the specified format to receive credit).

A third problem was related to the strained relationship between the supervisor and the inservice trainee that sometimes resulted because of different role perceptions. Many trainees viewed themselves as individuals who had already proved themselves as professionals and expected the supervisor to be there primarily in a consultant role. The supervisor, on the other hand, viewed the trainees as primarily students who needed to demonstrate mastery of material and viewed his/her own role as that of evaluator.

Further, competency-method-based practica were not particularly successful at weeding out those trainees who were doing a poor job in their setting not because they could not do the job, but because they were lazy. Such students generally achieved good grades because they were able to demonstrate competence during the supervisor's visit but simply did not do the job when unsupervised. Such trainees were often an embarrassment to the program, but they occur in any profession. Bantock (1969) stated the case well when he observed, "We bemuse ourselves with the thought of tinkerings that will turn every weed into a rose bush" (page 39). A revision of the criteria in Advanced Practicum helped alleviate this latter problem. Instead of the trainee being responsible only for those students whom the supervisor would observe, the trainee was now to be held accountable for all students in either the morning or afternoon session. That is, the trainee now had to accept responsibility for the data, programs, files, etc. for all students. These long-term criteria ensured that the teacher was implementing the appropriate classroom management procedures at all times and not just for supervisor visits.

Finally it must be accepted that, competency-based practica are designed to teach and evaluate the acquisition of certain behaviors. They are not a method of evaluating what behaviors will occur when the trainee is no longer in the program. For example, a trainee may be taught to keep accurate student records and may demonstrate this skill at a competency level during the practica. However, the continued use of this skill once the trainee leaves the program will be based on a number of factors outside the control of a university training program. Some of these factors might include: the criteria and standards of the school district, the acceptance of the various methods and procedures by colleagues, general support from colleagues, effectiveness of the procedures on stduents during practicum, distance of the site from the University, general receptivity of the teacher, and number of years teaching.

Wide diversity of trainee entry skills. The Project, during its final year, served 150 inservice trainees and seven preservice trainees. The first year of the project, we served 45 trainees, though it should be recognized that modules were planned and in initial stages for two years prior to the inception of the Project. At the time the modules were initially available, there were 15 SMH trainees. Not all students enrolled every semester, but it is estimated that 75-80 enrolled at a time.

As with the informational courses, there was a wide diversity of entry skills. Some trainees had many years of classroom experience, and had been exposed to a wide variety of teaching techniques, facilities and students. Others may have had years of experience, but primarily in one setting with one type of student. Still others were new to the field. Some were able to implement techniques after reading about them in the modules; others could learn after a single demonstration; others needed repeated feeback and guidance before correct implementation were attained.

There were also a diversity of reasons for taking the courses. On the one hand, there were those trainees who were enrolled in response to demands placed on them from outside authorities (State Department certification and school districts). At the other end of the spectrum were those teachers who were self-motivated to improve their effectiveness in teaching.

This wide disparity in skills and motivations can be a source of problems. Trainees who do not do well in the practicum may require extra attention from the supervisor. However, long distances between a site and the university may preclude scheduling of a number of extra visits which are needed by only one trainee. Usually, one or two extra visits can be scheduled, but more than this leads to problems when working on a tight schedule and/or limited budget.

Another potential problem area was that of the older, experienced trainee who was forced into the program because of certification demands. Some of these trainees had taught for years and had more years of classroom experience than their supervisors. Up to this point, they had generally not been closely supervised. They were often fearful of being evaluated (especially since their jobs might be tied to obtaining certification) and often did not react well to feedback indicating that changes were necessary in their classroom performance.

Developing a Practicum Module

Table 8 outlines the steps involved in the development and design of a practicum module. The practicum developer can enter the outline at any level, depending upon the work that has currently been completed at his/her facility.

Table 8
Practicum Module Development

I. Compile information for potential objectives.

- A. Gather salient information from other University programs.
- B. Compile necessary information from teachers currently serving SMH children
- C. Solicit information from parents of severely handicapped children.
- D. Solicit information from administrators and supervisors in local and state educational agencies.

II. Literature review

- A. Look at existing training programs, with particular emphasis on the following:
    1. Number of semesters it will take the trainee to complete the program
    2. Amount of time each day the trainee will be required to spend in the setting.
    3. Where settings were located and how often evaluation was conducted.
    4. The goals and/or objectives of the practicum experiences
    5. Evaluation instrument which could be used by your facility (at least for the initial phases).

III. Develop a list of objectives

- A. From the lists developed in Steps I and II the staff should narrow the list by focusing on the variables of:
    1. Range
    2. Realism
    3. Accountability
    4. Time frame available for practica at your facility
- B. This list should be submitted to a multidisciplinary group for revisions/input.

IV. Determine practica organization

- A. Determine how many practica will be offered
- B. Determine how much time the trainee will spend in the practica (per week)
- C. Determine where the practica will be held and who will be responsible for their supervision. (This step takes a long time and involves red tape specific to your facility and local education agencies).
- D. Determine when in the course sequence, practica will be offered.

V. Sequence objectives

- A. Determine which objectives have prerequisites that are not covered by the instructional modules. Generally, these can be scheduled early.
- B. Determine which objectives are dependent upon knowing how to do other objectives and put these in the most logical order. (Writing the objectives on index cards is a big help for this).
- C. Determine which instructional competancies the trainee should have mastered by mid-semester and by end-of-the semester he is taking practicum (i.e. what courses will he have taken and how much will he have covered by the time he begins, his practicum and when he's half-way through).
- D. Relate performance competencies to instructional modules

VI. Measurement of objectives

- A. Determine an appropriate measurement technique.
- B. Revise and/or devise measurement instruments for each objective
- C. Determine criteria for grades for individual exercises based on the measurement instruments.

VII. Arrange components into a module prototype

- A. Develop a list of performance competencies
- B. Arrange the objectives in the appropriate sequence (Number or name them for easier grading).
- C. When writing the exercises, include:
    - 1. Prerequisite readings - these should refer them to the proper instructional modules/readings
    - 2. An exact specification of the assignment
    - 3. A rationale for the assignment
    - 4. A specification of how the grades will be determined for this assignment.
        - a. Include evaluation instrument
- D. Special instructions (See Appendix D for examples of these).

VIII. Have evaluation instruments drawn and printed (Don't spend lots of time/money initially. There will probably be lots of revisions).

IX. Have practicum typed, preferably on computer-assisted typewriter, for easy revision.

X. Proofread the practicum

XI. Arrange for printing of module

XII. Train staff

- A. Train use of evaluation instruments thru conferences, role-play and evaluation of video-tape segments.
- B. Train them in how to give written and oral feedback, for excellent work, average work and awful work.

XIII. Decide how modules will be distributed and make necessary arrangements.

XIV. Revise as needed

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Supervising the Practicum

Each practicum supervisor will approach supervision with his/her own style. The Project Coordinator should support and encourage the development of these individual differences in the Supervisors, however the Project developed some standard guidelines and policies that all staff persons were asked to follow. Table 9 outlines these policies.

Table 9

Guidelines for Practicum Supervision

1. Practicum supervisor should contact his/her trainee(s) the first week of the semester by phone.

    a. Set up date and time for first visit.

        (1) Should occur during first or second week
        (2) Should occur during teacher's break time if possible

    b. Determine if trainee has received materials yet.
    c. Make first assignment. Read it to them over phone if trainee hasn't gotten practicum module yet.
    d. Remind them to get parental permission letters signed before first visit.
    e. Verify directions for getting to the practicum site.
    f. Document phone call; time, what was discussed, what you need to bring, and put in trainee's file.
    g. Determine what type of videotape needs to be brought.
    h. Give them home phone number and tell how to cancel a meeting. If you travel there from another site, given them that number also.

2. Set up motel reservations if necessary.

3. Fill in calendar office.

4. First visit

    a. Introduce yourself to schol administrator
        (1) Pick up signed permission to be in classroom, if it has not already been mailed. Take blank copy in case the one set sent was lost.

        (2) Find out the rules of the building (e.g. do you need to check in before observing; smoking areas; parking, etc.)

    b. Go over practicum, in detail with trainee.
    c. Give videotape, if applicable.
    d. Give them a schedule
    e. Pick up parental permission letters if ready.
    f. Meet the students whom the trainee will be teaching during practicum
    g. Pick up first assignment and schedule next assignments
    h. Schedule second visit

5. Document visit in trainee's folder

6. Fill in time sheet (if applicable) and travel forms

7. Grade assignments using key. Record grade on Practicum Summary Card

8. Provide written and dated feedback to student. Keep a carbon in student's file.

    a. If unsatisfactory, either detail how to change it in feedback letter, or tell them a demonstration of the technique will be provided on next visit.

    b. Do not mail exercises back unless absoutely necessary. Keep in trainee's file.

    c. On exercises observed in the classroom, such as reinforcement survey or assessment, give immediate verbal feedback. However, written feedback must still be given.

9. If applicable, fill in time sheet with time spent grading exercises.

10. Subsequent visists:

    a. Take trainee's file on each subsequent visit
    b. Talk over any problems on previous assignment
    c. Observe and/or demonstrate as scheduled
    d. Go over next assignment
    e. Do not interfere with practices that are going on which are not directly connected with the practicum. Following are exceptions:

        (1) If a practice is endangering a student, (e.g., trainee is ignoring severe head-banding). Question the trainee and express your concern to her.

            a. If trainee says it's a program - ask the trainee how the data is going. If there is not data or if the data shows the program is not working, try to explain why you are concerned -- express it in terms of teacher liability.
            b. If trainee appears not to know another way to do it (e.g. such as in feeding programs), offer to show her another way.
            c. Report problem to Project Director. Keep him/her informed over subsequent visits if problem is not alleviated. (If practice continues Project director should call trainee administrator and express concern.)

        (2) If a staff member is seen physically abusing a student.

            a. If it is not the trainee express your concern to the person in charge of class.
            b. If it is the trainee confront him/her with the problem.
            c. Document, in writing, what you saw and when. Send a copy to the trainee and give a copy to the Project Director. (Project Director should call trainee's administrator if situation warrants it.)

SYSTEMS MANAGEMENT

One of the most difficult, but most important, components of a University-based inservice training project is systems management. Because the students are not in one central area, many of the usual University procedures become very difficult to implement. Examples of this are: 1) registration for classes; 2) determination of fees; 3) obtaining of textbooks. Problems in these areas can be successfully averted by having a good systems management plan prior to the first semester of the program.

Another area where inservice training differs markedly from pre-service training is in the need for a very carefully organized system of record-keeping. Such a system must be designed, not only to keep track of student contacts, grades, etc. during a single semester, but to track a student through several, possibly non-consecutive, semesters of enrollment.

Because of the importance of the systems management system and because it's easier to revise a product than to develop one, this chapter includes extensive examples of record keeping forms, memorandums, and letters. In addition, the exact procedure used to implement specific componenets are outlined. It is hoped that this wealth of detail will help other inservice programs avoid some of the problems we encountered.

Because of the number of examples in this chapter, each section will be presented separately in subchapters, with the examples at the end of each subchapter.

f. Give them a schedule of when you will be in the office, so they can call you about any questions.

g. Fill in appropriate forms and grade exercises.

STARTING THE INSERVICE PROGRAM

When beginning a teacher training program it is very important to compile an "introductory" package of materials. The purpose of these materials is to describe the program requirements and format to potential trainees, colleagues, and any other interested parties, disseminating information at conferences, and recruiting teachers in need of certification.

Requests for Information and for Program Application from Potential Trainees

1. If person is phoning, write down name, address and phone numbers (home and work) and list of information requested.
2. If person made a written request, date letter if it is not already dated.
3. Make a file for the person and put the request letter or phone request information in it.
4. Send the following as applicable:
   a. Brochure
   b. Information sheet about Master's program and certification program
   c. Application forms for graduate school and to the program
   d. Certification standards
   e. Registration memo for first time students
5. Record date information was mailed.
6. File alphabetically in the inactive student file.
7. When confirmation is received of person's acceptance to graduate school and the program, put copies of acceptance letters in student file and move file to active student file. Use this file only for correspondence about admittance.
8. Inform all colleagues about student's acceptance.

Requests for Information from Colleagues, Universities and other Training Programs

1. If person is phoning, write down name, address and office phone number and list of information requested.
2. If person has made a written request, date letter if it is not already dated.
3. Write a cover letter thanking the person for the request.
4. Attach the following to cover letter as applicable:
    a. Brochure
    b. Information about Master's program
    c. Information sheet about certification program
5. Record on request the date the information was mailed.
6. File request in a corrspondence file.

EXAMPLES OF MATERIALS TO USE WHEN STARTING PROGRAM

1. Brochure
2. Description of the Masters program at University of Kansas
3. Certification requirements
4. Reply to student/faculty injury

WHAT: *A Statewide Inservice Training Program* for Teachers of D/B or SMH leading to Certification.

WHERE: Offered by *The University of Kansas, Department of Special Education* and funded by a grant from the Bureau of Education for the Handicapped.

HOW: The practicums can be done at your current job location - *we come to you!* Courses include the use of a sequenced set of self-instructional modules and seminars held in your local area. Only one on campus summer session is required for Certification. Option: Program plans can be designed for those students desiring to pursue a Master's degree.

QUESTIONS:

1. *Can I start the program at any semester?*

   Yes, be sure your applications are in on time however. Check into deadline dates.

2. *What are the requirements for entrance into the program?*

   You must meet minimum requirements for acceptance into the Graduate School of Education at The University of Kansas.

3. *How many hours do I have to take each semester?*

   To become certified in 5 semesters you should take at least 6 hours per semester.

4. *How expensive is it?*

6 hrs. or less, Fall & Spring	$30.75/hr.**
More than 6 hrs. Fall & Spring	$356.60/total**
1-5 hrs. Summer session	$26.30/hr **
5 or more hours, Summer session	$17.00/hr.**

**All these figures are in-state tuition costs and are subject to change.

5. *Do I have to enroll at K.U. in person?*

   It is preferable since it is easier for you to get books, modules, etc. at enrollment time. However, one can enroll by mail with special permission from the Department of Special Education.

For more information, contact:

Jennifer F. Holvoet, Project Coordinator
Dept. of Special Education, Haworth Hall
The University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

Professor in Charge: Doug Guess, Ed.D.

Department of Special Education
School of Education
The University of Kansas

Preparation of Teachers for the Severely/Multiply Handicapped

Master's Program

The Department of Special Education at The University of Kansas offers a master's degree program in the severely/multiply handicapped area. The primary purpose of this program is to prepare teachers to educate severely/multiply handicapped children and youth in public school and other educational settings. Additionally, graduates of the program are prepared to serve in other roles including: teacher supervision, consultation and development, and participation in research and demonstration projects related to the education of severely/multiply handicapped students.

The program at The University of Kansas strives for excellence and quality through the interfacing of formal coursework, intensive practicum experiences, and active participation in various ongoing research and demonstration projects. The program for training teachers of the severely/multiply handicapped at The University of Kansas was one of the first to be established in this country. Over the years this program has continued to attract exemplary students who are seeking a quality education at the graduate level. Students accepted into the program are expected to acquire a variety of performance and informational competencies appropriate to the education and training of severely/multiply handicapped persons.

Orientation of the Teacher Training Program

The program is oriented towards a behavioral approach to the development and implementation of educational programming for SMH students. This instructional orientation is combined with a transdisciplinary treatment team model. The transdisciplinary model provides for the training of skills and competencies across traditional discipline and professional boundaries. Thus, students in the program are taught skills from a variety of disciplines that include Special Education, Speech Pathology, Physical Therapy, Occupational Therapy, Nursing, Dietary, etc. This sharing of professional skills comprises a major part of the teacher training program.

Course Requirements

A minimum of 36 credit hours is required for the master's degree in the severely/multiply handicapped program. This includes modular-based instruction, formal lecture courses, practicum experiences, two courses outside of Special Education, and a master's thesis. Course descriptions in the severely/multiply handicapped area are included below. A recommended sequence of courses for full-time students is part of the program description.

Two elective courses make up part of the program. One of these must be selected from another department in the School of Education. The other can be from related departments at The University of Kansas, including Human Development and Family Life and Speech Pathology and Audiology. Selection of the elective courses is made in consideration of the particular interests and needs of the student.

Practicum Experiences

During each of the three semesters of enrollment in the program (Summer, Fall, and Spring) students are required to enroll in practicum courses. Practicum sites include public school settings in the Lawrence, Topeka, and Kansas City area. All practicum sites are within driving distance from the Lawrence campus (approximately 40 miles). The practicum settings include classrooms for severely/multiply handicapped persons ranging from preschool age to adulthood. (Practicum site arrangements can also be made for students who prefer working with adults.) Certified students are placed in practicum sites that have teachers in the severely/multiply handicapped area. A practicum supervisor is also assigned to each student.

All practicum courses in the program include meeting specific performance objectives. These objectives are outlined, in detail, in the practicum handbook requirements for students. Additionally, the practicum exercises are directly related to the methods courses that are required for each of the three semesters. Accordingly, the student has the opportunity to apply skills in the classroom that are being taught in the lecture courses.

Research Opportunities

The Department of Special Education at The University of Kansas has a national reputation for pursuing quality research. Currently, faculty members and students in the department are involved in research projects in numerous areas that include: social interaction patterns in classrooms for handicapped and nonhandicapped children, measures of language generalizations among speech deficient children, and the development of quantitative procedures for assessing motor and sensory/motor acquisition in handicapped and nonhandicapped infants and young children.

The Department of Special Education and the Department of Human Development and Family Life at The University of Kansas are co-recipients of a Federally funded Early Childhood Handicapped Institute. This Institute includes research projects in the severely/multiply handicapped area and, thus, affords the opportunity for students in the program to conduct individual studies with faculty members. In many cases, these projects are used as the student's thesis. Additionally, ongoing research provides students and faculty with constant stimulation for new ideas, new approaches, and better classroom instruction.

Appendix A

Course Requirements for the Severely/Multiply Handicapped Program
The University of Kansas

Summer Term:

SPED 726	Introduction to Education of the Severely Handicapped (3 hours)
SPED 772	Classroom Participation with Exceptional Children: Severely/Multiply Handicapped (1 hour)

SPED 725	Introduction to the Psychology and Education of Exceptional Children and Youth (3 hours)

Fall Semester:

SPED 735	Characteristics of Exceptional Children and Youth: Severely/Multiply Handicapped (3 hours)
SPED 739	Management Principles and Assessment Procedures for the Young or Severely Handicapped (3 hours)
SPED 760	Education of Exceptional Children and Youth I: Severely/Multiply Handicapped (3 hours)
SPED 875	Practicum with Exceptional Children: Severely/Multiply Handicapped (3 hours)

ELECTIVE	(outside Special Education) (3 hours)

Spring Semester:

SPED 860	Education of Exceptional Children and Youth II: Severely/Multiply Handicapped (3 hours)
SPED 975	Advanced Practicum with Exceptional Children: Severely/Multiply Handicapped (4 hours)
SPED 899	Master's Thesis (4 hours) Should be divided across two semesters

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ELECTIVE	(outside Special Education) (3 hours)

NOTE: SPED 760 and SPED 875 must be taken together;
SPED 860 and SPED 975 must be taken together.

Course Description for Severely/Multiply Handicapped Program

SPED 726 Introduction to Education of the Severely Handicapped. (3 hours)

This is a modular-based, introductory course that includes: Right to Education (Module 1); Behavioral Approach to Education (Module 2); Programming Engaging Enviroments (Module 3); and Programming for Normalization (Module 4). The course provides a basic introduction to the right to education for SMH students (including recent and earlier legislation and litigation) and the course introduces the student to a behavioral approach in the delivery of educational services to SMH children and youth, including the arrangement of optimal instructional environments. Students are required to read each of the four modules and assigned outside readings.

SPED 772 Classroom Participation with Exceptional Children: Severely/Multiply Handicapped. (1 hour)

In this basic practicum course, students are taught the mechanics of classroom management. Skills such as assessing SMH student's skills, planning the student's educational program, writing training objectives and programs, managing data and keeping accurate and up-to-date records are emphasized. Structured and carefully monitored training of SMH students is also offered. It requires at least 3 hours a week in a classroom serving at least one SMH student and 1-2 hours of homework a week.

SPED 725 Introduction to the Psychology and Education of Exceptional Children and Youth. (3 hours)

This course covers current practices in the identification of exceptional children and youth. Emphasis is placed on patterns of social, cognitive, language, and physical development of exceptional children and youth. Social, political, and economic advocacy issues are also discussed.

SPED 735 Characteristics of Exceptional Children and Youth: Severely/Multiply Handicapped. (3 hours)

This course is designed to acquaint the student with some of the primary characteristics of severely/multiply handicapped children and youth. Emphasis in the course is placed on research studies pertaining to characteristics of the severely handicapped and how these studies relate to education and training efforts. Additional content of the course is directed towards how characteristics of the severely handicapped relate to general considerations for curriculum development and design, how these characteristics influence service delivery models, and current issues and trends in providing severely handicapped students with public school programs. This latter issue covers community school program models for the severely handicapped and community living arrangements.

SPED 739 Management Principles and Assessment Procedures for the Young or Severely Handicapped. (3 hours)

This is a modular-based course that includes: Assessment Scales (Module 5); Writing Instructional Objectives and Task Analysis Procedures (Module 6); Measuring Operant Behavior (Module 7); and Evaluation of Operant Behavior (Module 8). The primary purpose of this course is to teach the student how to assess severely/multiply handicapped children and youth, how to identify instructional objectives (including a task analysis of these objectives), and how to measure and evaluate classroom instructional programs with individual children and groups of children. Students in the course are required to read each module and the outside reading assignments.

SPED 760 Education of Exceptional Children and Youth I: Severely/Multiply Handicapped. (3 hours)

Presents basic methods and strategies for teaching individual children in classroom settings. Includes the development of instructional programs, task analysis, management of records, and adaptation of learning environments and materials. Also includes procedures for maintaining and extending behavior across settings and persons.

SPED 875 Practicum with Exceptional Children: Severely/Multiply Handicapped. (3 hours)

This intermediate practicum focuses on training and refining skills in 1:1 training (e.g., cue presentation, reinforcement, using prompts) and designing curricula which promote independence and generalization. There is particular emphasis on managing students with behavioral problems and physical handicaps. Variations in data management (e.g., 6-cycle charting, duration recording, etc.) are taught in this course. Intensive teaching experience with SMH students is given to students enrolled in this course. It requires 7 hours a week in a classroom serving at least 2 SMH individuals.

SPED 860 Education of Exceptional Children and Youth II: Severely/Multiply Handicapped. (3 hours)

Emphasis on skills necessary to implement specialized alternative strategies for individualized group instruction. Focuses on methods for developing and implementing overall treatment/educational programs, planning and selecting curriculum/service models and developing other instructional resources. Also includes procedures for managing classroom staff and service resources for coordinating educational programs with parents and other personnel. A continuation/extension of SPED 760.

SPED 975 Advanced Practicum with Exceptional Children: Severely/Multiply Handicapped. (4 hours)

The advanced practicum gives the student teacher practice in managing a classroom of SMH students under less supervision than in the previous practica. Specific training is provided in scheduling, training groups of SMH individuals, designing and implementing discrimination programs based on stimulus control techniques, and working with parents and aides. Advanced practicum requires 12 hours a week in a classroom serving three or more SMH individuals and three to four hours of homework a week.

SPED 899 Master's Thesis (4 hours)

The area of research for the Master's thesis is mutually arrived at by the student and his/her advisor. Both single-subject and group designs are accepted.

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

March 22, 1979

Dear Student:

As part of our responsibilities as instructors we are required to make recommendations to the Dean of the School of Education for students who are seeking full certification as teachers of the severely/multiply handicapped in the State of Kansas (and other states). Recommendations from the Dean of the School of Education are then forwarded to the teacher certification division in the Kansas State Department of Education. Recommendations from the Dean of the School of Education are based on: 1) completion of the required courses, and 2) a recommendation from the major advisor concerning the student's performance in the academic program. This, obviously, placed a great deal of responsibility on the advisor regarding the competency of the student as a potential teacher of the severely/multiply handicapped. The increasing number of students in the SMH teacher training program, and the fact that students are located all across the state, has pointed to the need for establishing specific criteria for student performance to serve as guidelines for recommending certification to the Dean of the School of Education.

The establishment of these criteria will help avoid possible misunderstandings between the student and advisor that evolve around a recommendation for certification. These criteria will, in effect, protect both the student and advisor from possible conflict situations when the time for a certification recommendation occurs. The three criteria selected for recommending certification were discussed with faculty members from other areas of Special Education, with the Department Chairperson in Special Education, and with appropriate administrators in the School of Education. All of the above persons were in agreement that the criteria were appropriate and reasonable. Additionally, opinions from 15 students who have completed about half of the courses in the program were solicited via a questionnaire concerning the proposed academic criteria for recommending certification. These students were asked to rank each of the criteria on a scale ranging from highly agree to highly disagree. The students were also requested to indicate whether all three criteria (combined) were too strict, not strict enough, or about right.

The large majority of students who responded to the questionnaire were in general agreement with each of the three criteria. Further, 77% of the respondents indicated the three criteria (combined) were "about right." The remaining 23% of the students felt the combined criteria were "too strict."

In response to all the opinions obtained, including other faculty members, representatives from the School of Education, and students currently enrolled in the program, we have decided to adopt the following three criteria for recommending full certification in the SMH area:

1. The student must have achieved an overall grade point average of 3.0 (B) or better in all courses included in the program.
2. The student must have received a "B" or[1] "A" grade in at least three of the following "core" courses:
   SPED 735: Characteristics of Exceptional Children and Youth: Severely/Multiply Handicapped
   SPED 760: Education of Exceptional Children and Youth I: Severely/Multiply Handicapped
   SPED 875: Practicum with Exceptional Children: Severely/Multiply Handicapped
   SPED 761: Education of Exceptional Children and Youth II: Severely/Multiply Handicapped
   SPED 975: Advanced Practicum with Exceptional Children: Severely/Multiply Handicapped
3. The student must have received a "B" or "A" grade in the Advanced Practicum (SPED 975).

In essence, we do not consider these criteria to be unreasonable if we are to maintain quality in the teacher training program for the severely/multiply handicapped at The University of Kansas. Our main concern is to train teachers who can effectively provide needed services to severely/multiply handicapped students in a manner consistent with the intent and objectives of the "right-to-education" mandate. Well trained and competent teachers are essential to this endeavor.

Please feel free to contact us about the criteria for recommending full certification to the Dean of the School of Education if you have further questions.

Sincerely,

Doug Guess
Associate Professor
Department of Special Education

Steve Lyon
Assistant Professor
Department of Special Education

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[1] The numbers for several of these "core courses" reflect recent changes in the numbering system in the Department of Special Education. This does not mean the courses have to be taken again. The following new and old numbers (in parentheses) are provided: SPED 735 (SPED 770); SPED 760 (SPED 798); SPED 875 (SPED 775); and SPED 761 (SPED 998).

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear Colleague,

Thank you for your interest in the Statewide Inservice Training Program for Teachers of the Severely Multiply Handicapped. Many teachers of the severely handicapped in Kansas are faced with a predicament. They are expected to complete certification requirements, but find themselves teaching full-time or living too far from a university with an approved program. The Special Education Department at The University of Kansas, in responding to this situation, has developed an inservice program which allows teachers to meet many of the certification requirements while continuing in their teaching roles. A major advantage of the program is that teachers can enter the program with certification and/or masters degree as a goal.

The Severely Multiply Handicapped Inservice Program, Special Education Department at the University of Kansas, offers either teacher certification or a Master's Degree (including teacher certification). The Master's Degree program requires a total of 34 hours and the certification program requires 27 hours. There are three instructional formats used in the program: Modules, Classroom practicum, and Formal lecture classes. The modules consist of 21 individual informational packets designed especially for those who are not within driving distance of the University and cannot easily attend classes. The classroom practicum gives the supervised student hands-on experience. A teacher-trainer will be assigned to supervise the practicum while the teacher is in the classroom. There are a total of three practicums: Basic, Intermediate, and Advanced. All students working towards a Master's Degree must take at least 12 hours of Formal Lecture classes on campus; those students interested in the Teaching Certification only must take at least 6 hours of Formal Lecture classes on campus.

Enclosed please find the information that you requested concerning our program. If there is any way that we can be of further assistance to you, please let us know.

Sincerely,

Fredda Brown
Project Coordinator

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

THE REGISTRATION PROCESS*

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* Note that the University of Kansas does not have a pre-registration procedure, so many of these procedures would not be applicable in facilities which do.

Registration Time

Perhaps the most trying time for the staff members is the time preceding and during registration. The following procedures will ensure that materials are ready for trainees and that enrollment of the trainees goes smoothly.

One Month Prior to Registration

1. Remove and destroy all modules which have been revised/updated.
2. Check number of modules on hand for courses to be offered:
    a. Send needed modules out for printing or begin xeroxing.
3. Check to be sure exams have been updated for those modules which have been revised.
    a. Director should keep one dated copy of all exams, in case someone who has an incomplete needs an old form of an exam.
    b. If an exam(s) needs revision:
        1. Assign someone to write exam(s)
        2. Destroy old exam(s) and old ditto master(s)
        3. Assign someone to type exam(s); be sure it is dated
        4. Make a new key to exam(s) and distribute to project personnel, be sure it is dated with same date as exam. Do not destroy old key.
4. Look over book list from previous semseter
    a. Make any needed changes - due to revisions in modules, course content and course offerings.
    b. Try to get current prices; the bookstore should have these.
    c. Retype (if necessary) and xerox a sufficient number of book lists.

5. Contact bookstore (perferably in person). Take a copy of your book orders.
    a. Determine status of books.
    b. Determine whether they take phone orders and COD orders and find out procedures for doing so.
    c. Get the name and phone number of the person to be contacted in the event of a foul-up.
6. Draft, type and mail memo to current students. Include the following information:
    a. Dates/place of registration
    b. Procedure for registering
    c. Phone number for the registrar in case there are later enrollment problems
    d. Courses to be offered (and any prerequisities to them)
    e. Information about how to order books and name, address and phone number of bookstore contact person.
    f. Date classes start and end.
7. Check to be sure that a sufficient number of binders, labels and covers are on hand (if you do your own module binding).
    a. When ordering, always order extra.
    b. Type labels and punch covers.
8. Check to be sure that there are a sufficient number of boxes for mailing, nylon reinforced tape (at least two rolls) and mailing labels.
9. Determine prices for modules based on xeroxing/printing costs. Revise and type module price list, if needed.

Two Weeks Prior to Registration

1. Make list of those trainees who have incompletes and/or who are otherwise ineligible to take further courses.
    a. Make copies and give to each staff member who will be helping register trainees.
    b. Determine to whom the staff should send these people if they do try to register (generally, a professor, the department chairman, the graduate school dean or the registrar). Have the phone numbers of these referral people handy.
2. Do item analysis of exams taken the previous semester by 10 or more trainees.
    a. Revise short-answer questions where 30% or more gave same incorrect answer, or where 70% missed the question.
    b. Revise essay questions where 50% or more of the respondents got half or less of the possible points.
3. Destory the old exams that need to be revised and the ditto masters.
    a. Assign someone to write and type new exam(s); be sure they are dated.
    b. Type a new answer key for exams and distribute to project personnel. Be sure these are dated with the same date as the exam.
4. Ditto, collate, and staple all needed exams.
5. Bind and label modules, if necessary.
6. Place one module evaluation form in every module.

7. Check and be sure that a sufficient number of the following forms are on hand:
    a. For walk-in trainees:
        1. Policy memos
        2. Certification standards/course sequence
        3. Book list
    b. Cover letter to persons who will be given exams
    c. Letter to principal/special education director requesting permission for project staff to be in classroom.
    d. Letter to parents requesting access to their child's school records
    e. Explanation of objectives of each practicum for the principal/special education director
    f. Trainee contracts for each practicum
    g. Up-to-date module price lists
    h. Trainee information sheets
8. Put correct number of parent letters and a trainee contract in each practicum module.
9. Check timetable and be sure courses are listed.
    a. Make a summary sheet listing course name, number, modules included, hours, and identification number.
        1. Give each staff member a copy.
10. Make a temporary class roster sheet to get an idea of how many trainees are enrolling.
11. Assign one staff member to devise and type a registration procedure outline.

   a. Give each staff member a copy.
   b. Have a meeting to discuss it and be sure everyone understands what forms to fill out and how to do it.

12. Final (hopefully) check at the bookstore.
13. Assign staff person to devise, type and xerox a practicum schedule to hand out at enrollment.

Registration Day

Due to the extensive amount of paper work and forms required for registration and the amount of material that must be disseminated to the students, specific instructions are useful for reminding staff members of the necessary steps in the procedure. Some of the information and procedures required for the trainee enrolling by phone differ from the trainee enrolling in person. Therefore, instructions were outlined to meet both of these situations.

When trainee enrolls by phone/mail

1. Complete trainee information sheet.
2. Check the University computer sheet.
3. Fill out enrollment cards.
4. Discuss modular system and books that will be required.
5. Record what modules will be needed on Phone Enrollment sheet.
6. Remind trainees to check with Registrar if they do not receive billing for tuition within 3-4 weeks. Supply trainees with the phone number.
7. Tell trainees the phone number of the University bookstore where the texts can be ordered COD.

8. Complete the rest of the phone enrollment sheet by mailing the indicated forms to the trainee. Fill in account book.
9. Make a file folder for each course the trainee has enrolled in. Be sure to include the trainee's name, ID#, course number and semester enrolled.
10. Put trainee information sheet in each of the course folders.

When trainee enrolls in person

1. Complete trainee information sheet.
2. Ask trainees if they have completed the University computer sheet.
3. Check to see if trainee's advisor has approved enrollment card.
4. Determine what modules are needed.
5. Sell modules and fill in account book.
6. Explain module evaluations.
7. Give them a copy of the booklist.
8. Discuss parent letter and contract.
9. Mail administrator/test supervisor letters.
10. Send trainee to next step in University enrollment procedure.
11. Make out a file folder for each course in which the trainee has enrolled.

Post Registration

The organization of records and files following registration will have impact on the entire semester. It is at this time that many potential errors are made but with some planning and efficiency can be avoided. Several forms were used by this Project to expedite handling of information.

1. Exam Score Summary Sheet. Each modular course offered should have a separate summary sheet. Place each enrolled trainee's name on the

appropriate exam score summary sheet. These summary sheets should be kept in a central file so that all staff members have easy access to them to record grades during the semester. The summary sheets make it easy to see the status of the trainee at any point in time.

2. Enrollment Lists. The enrollment list completed during registration should now be typed, specifying the trainee's name and location. A copy of this should be disseminated to each staff member, and compared with the University enrollment (grade) sheets after two-three weeks. This procedure helps locate trainees who might otherwise get "lost" and not be sent materials.

3. Returned Forms Checklist. Four forms must be returned by each trainee enrolled in Practicum. The student is responsible for having the Parent Permission form, the Classroom Permission form, and the Pretraining Committment form signed and returned to our office. The Exam Administrator form was sent directly to the administrator during registration. The Returned Forms checklist makes it easy to see which forms have not been returned, in order that reminders be sent to the trainee or administrator.

4. Organization of Files. Since all staff members will be responsible for grading exams, a central file should be set up for easy access to the trainees' course folders and Exam Score Summary sheets. Each trainee's practicum folder however, need only be accessible to the assigned practicum supervisor since not all staff members are involved in the grading of practicum assignments.

EXAMPLES OF MATERIALS USED TO EXPEDITE THE ENROLLMENT PROCESS

1. Trainee Information Sheet
2. Parent Permission Form (to allow Project staff access to an SMH student's records).
3. Classroom Permission Form (to allow Project staff access to a classroom)
4. Trainee contract for Basic Practicum
5. Letter to LEA outlining proposed practicum requirements
6. Sample Book List
7. Module Price List
8. Exam Administrator (if someone other than Project staff will administer the exams).
9. Phone Enrollment Monitering Sheet
10. Returned Form Checklist
11. Exam Score Summary Sheet

Trainee Information Sheet

NAME:

HOME ADDRESS:

HOME PHONE:

SCHOOL NAME:

SCHOOL ADDRESS:

SCHOOL PHONE:

ADMINISTRATOR'S NAME:

ADMINISTRATOR'S ADDRESS:

HOW TO GET TO PRACTICUM SITE:

NAME OF SUPERVISOR WHO WILL BE ADMINISTERING TESTS:

ADDRESS OF TEST SUPERVISOR:

DEGREE DESIRED: MASTERS / CERTIFICATION

ACCESS TO VIDEO AQUIPMENT: REEL TO REEL
CASSETTE
MONITOR AND DECK
CAMERA

COURSES ENROLLED IN THIS SEMESTER:

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear Parent,

The Statewide Inservice Training Project for Teachers of the Severely Multiply Handicapped at the University of Kansas is a program designed to improve teacher's skills in methods, classroom management, and curriculum development. The teachers can enroll in this program to become certified to pursue a Master's degree, or simply to update their techniques. Your child's teacher is presently enrolled in the program.

In order to most effectively work with the teacher, many of our interactions will be taking place in the classroom. We believe that this is the most functional and meaningful way to train teachers - in the classroom where the skills are really used! To facilitate this classroom interaction, access to your child's records and I.E.P. would be most helpful. By having access to this information, we work with the teacher in developing advanced teaching techniques and curriculum; your child's total education program should benefit.

It is because of our concern in protecting your child's rights to privacy that we are writing this letter and asking your permission to have access to your child's records. The information will be used only for the teacher's classroom practicum experience and information will be exchanged only between the teacher and the staff of the project.

We would appreciate your filling out the enclosed form with this letter and returning it to us. If you have any questions please feel free to call us at (913) 864-4954, ext. 21.

Thank you.

Fredda Brown
Project Coordinator

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

☐ I DO give my permission to The Statewide Inservice Training Project for Teachers of the Severely/Multiply Handicapped to have access to my child's records for the period and terms stated on the attached letter.

☐ I DO NOT give my permission to The Statewide Inservice Training Project for Teachers of the Severely/Multiply Handicapped to have access to my child's records for the period and terms stated on the attached letter.

Name ______________________

Date ______________________

Student's Name ______________________

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045
489 Haworth
Department of Special Education

____________________ has requested to take part in a practicum which is being offered through the Department of Special Education at The University of Kansas. This practicum is necessary in order to receive State Certification to teach Severely/Multiply Handicapped students.

In order to supervise this practicum we need the permission of your school district to visit this teacher's classroom in your facility every two to four weeks. If this is agreeable to you, please sign the statement below and return it to the teacher. If you have any questions, please feel free to call me at (913) 864-4954, ext. 21.

Thank you for your cooperation.

Sincerely,

Jennifer Holvoet
Project Coordinator
Statewide Inservice Training Program for Teachers
of the Severely/Multiply Handicapped

Staff of the Statewide Inservice Training Program are given permission to visit the classroom of ____________________ at ____________
____________ for practicum supervision.

Signed ________________________ Title ________________

Date ________________

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

Pre-training Commitment

Date: ____________________

Name of Teacher: ________________________________

Name of Practicum Supervisor: ___________________________________

Practicum Site: ____

Home Address: ____

____

Phone: ________________________________

As part of my involvement in the _______________ practicum I agree to implement the following procedures with my student(s) for the time I an in the training program. The specific procedures and format are outlined in my classes and in the modules.

____________________________________ ____________________________________

Practicum student Witness

BASIC PRACTICUM Student ______________________

I will spend 3 hours per week in the classroom working with students.

I will turn in all exercises in the practicum and will use the format and procedures described in the modules. I am responsible for turning in all exercises on time in accordance with the schedule outlined by my practicum supervisor.

I will do all revisions until the exercises meet criterion.

I will maintain a current record on each student (STEP file or approved equivalent). It will include current assessment information, current programs, program changes, and program progress in addition to basic student information.

The students I am working will will be given assessments. At least two (2) different assessments will be used, in addition to at least one (1) informal assessment.

I will do reinforcer surveys of my students and substitute the preferred reinforcer into data-based programs.

I will be responsible for obtaining and viewing the Basic Practicum video tape to complete module assignments.

I will develop and implement two training programs with the support of my supervisor.

I understand that this practicum will require a minimum of 1-2 hours work outside of the classroom per week.

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear Colleague:

____________________ has enrolled in the inservice program at the University of Kansas which will enable him/her to obtain a teaching certificate in the area of Severely/Multiply Handicapped. In order to do this, this student must enroll in three practica, each of which lasts a semester. These are usually taken at the school in which this student is currently employed if she/he works with at least two students who could be classified as severely/multiply handicapped.

____________________ has enrolled in the ____________ practicum this semester. Following are the types of exercises in which she/he will be engaged. We would appreciate any support, suggestions, or help which you could give this individual in attaining these goals (e.g., helping them locate a videotape and assessment instruments; allowing them to conduct an I.E.P. conference, etc.). If your school policy does not allow the individual to engage in any one or more of the following activities, please advise us, either by phone (913 864-4954) or by letter (Department of Special Education, Haworth Hall) as soon as possible.

Sincerely,

Jennifer Holvoet

Jennifer Holovet, Coordinator
Statewide Inservice Training Project

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

MEMORANDUM

TO: Students in inservice training:= SMH

FROM: Jennifer Holvoet, Coordinator

RE: Books

The following books are required for Statewide Inservice Courses. They can be purchased at the KU Bookstore or from the publishers.

SPED 726 (Formerly listed as SPED 771)

1. Striefel, S. Managing Behavior 7--Behavior Modification: Teaching a Child to Imitate. H & H Enterprises, Inc., Lawrence, KS. 66044, 1974.

2. Thomas, M. Angele (Ed.) Hey, Don't Forget About Me. Council for Exceptional Children, 1820 Association Drive, Reston, VA 22091, 1976.

3. Anderson, R.M. & Greer, J.G. Educating the Severely and Profoundly Retarded. University Park Press, Baltimore, MC, 1976.

4. Wolfensberger, W. The Principle of Normalization in Human Services. National Institute on Mental Retardation, Yourk University Campus, 4700 Keele St., Downsview, Toronto, Canada.

5. Sontag, E. (Ed.) Educational programming for severely and profoundly handicapped. Council for Exceptional Children, 1820 Association Drive, Reston, VA, 22091, 1977.

SPED 839 (Formerly listed as SPED 970)

1. Fox, S. and Gentry, D. Charting Procedures. Order from Vicki Ries, Experimental Education Unit, WJ 10, University of Washington, Seattle, WA 98195, 1974.

2. BE SURE YOU ALSO GET A RATE PLOTTER (This is a plastic ruler-like device). At the bookstore it will be enclosed with the Fox & Gentry article. It must be ordered separately if ordered through Vicki Reis.

3. Wheeler, A.H. and Fox, W.L. Behavior modification: A teacher's guide to writing instructional objectives. Lawrence, KS: H & H Enterprises, Inc., 1972.

4. Cooper, J.O. Measurement and analysis of behavioral techniques. Columbus, OH: Charles E. Merrill, 1974.

5. Sulzer-Azaroff, B. and Mayer, G.R. Applying behavior-analysis procedures with children and youth. NY: Holt, Rinehart, & Winston, 1977.

6. Anderson, R.M. and Greer, J.G. Educating the severely and profoundly retarded. University Park Press, Baltimore, MD, 1976.

7. Sontag, E. (Ed.) Educational programming for severely and profoundly handicapped. Council for Exceptional Children, 1820 Association Drive, Reston, VA, 22091, 1977.

SPED 760 (formerly SPED 798)

1. Finnie, N. Handling the young cerebral palsied child at home. NY: E.P. Dutton, & Co., 1975.

2. Brown, L. et al. Curricular strategies for teaching functional object use, nonverbal communication, problem-solving and mealtime skills to severely handicapped students. Vol VII, Part, 1. Madison, WS: Dept. of Specialized Services,545 Dayton Street, 1977.

3. Sontag, E. (Ed.) Educational programming for severely and profoundly handicapped. CEC, 1820 Association Drive, Reston, VA, 22091, 1971.

4. Sulzer-Azaroff, B. and Mayer, G.R. Applying behavior-analysis procedures with children and youth. NY: Holt, Rinehart and Winston, 1977.

5. Workbook for Sulzer-Azaroff and Mayer book.

6. Striefel, S. Managing behavior 7 - Behavior modification: Teaching a child to imitate. H & H Enterprises, Inc., Lawrence, KS 66044, 1974.

SPED 860

Perske, R., Clifton, A., McLean, B. and Ishler Stein, J. Mealtimes for severely and profoundly handicapped persons: New concepts and attitudes. Baltimore, MD: University Park Press, 1977.

Instructor's set for PORTAGE parent program. 1979.

Bellamy, G. T., Horner, R.H. and Inman, D. Vocational habilitation of severely retarded adults: A direct service technology. Baltimore, MD; University Park Press, 1979.

IF YOU HAVE NOT PREVIOUSLY PURCHASED THE FOLLOWING BOOKS, THESE ARE ALSO NEEDED.

Sontag, E. (Ed.) Educational programming for severely and profoundly handicapped. CEC, 1820 Association Drive, Reston, VA, 1977.

Anderson, R. and Greer, J. Educating the severely and profoundly retarded. Baltimore, MD: University Park Press, 1976.

Thomas, A. Hey, Don't forget about me. Council for Exceptional Children, 1820 Association Drive, Reston, VA: 22091, 1976.

Finnie, N. Handling the young cerebral palsied child at home. NY: E.P. Dutton and Co., 1975.

Brown, L. et al. Curricular strategies for teaching functional object use, nonverbal communication, problem solving and meal-time skills to severely handicapped students. Vol. VII, Part 1. Madison, WS: Dept. of Sp. Services, 545 Dayton Street, 1977.

Sulzer-Azaroff, B. & Mayer, G.R. Applying behavior-analysis procedures with children and youth. NY: Holt, Rinehart & Winston, 1977. (Be sure to purchase workbook also.)

UNIVERSITY OF KANSAS

Statewide Inservice for Teachers of the Severely Handicapped

Course #	Credits	Course Title	Module Title	Module #	Price
SPED 741	3	Psychology of Exceptional Children (lecture)			Make checks payable to Dept. of Special
SPED 770	3	Characteristics of Exceptional Children: SMH (lecture)			Education
SPED 726	3	Introduction to Education of the Severely Handicapped	Right to Education	1	2.00
			Behavioral Approach	2*	3.00
			Programming Engaging Environments	3*	3.00
			Programming for Normalization	4	1.25
			Assessment Scales	5	2.00 11.25
SPED 839	3	Management Principles & Assessment Procedures for the Young of Severely Handicapped	Writing Instructional Programs	6	2.00
			Measuring Operant Behavior	7	2.50
			Evaluation of Operant Behavior	8	2.25 6.75
SPED 772	3	Participation with Exceptional Children: SMH	Basic Practicum	9	1.50
SPED 760	3	Education of Exceptional Children & Youth I: SMH	Strengthening Operant Behavior	10	1.75
			Weakening Operant Behavior	11	2.75
			Discrimination and Stimulus control	12	3.75
			Programming for the physically handicapped	13	2.25
			Programming Prosthetic (Adaptive) Environments	14	2.00 12.50
SPED 875	3	Practicum with Exceptional Children: SMH	Intermediate Practicum	15	1.00

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

January 12, 1980

Dear Colleague,

________________________________ has enrolled in SPED _______ through the Statewide Inservice Training Program for Teachers of the Severely Multiply Handicapped at the University of Kansas, Department of Special Education. This training will help ____________________ be certified in the area of Severely Multiply Handicapped. ______________________ has told me that you have agreed to administer the exams for these courses.

Enclosed are two tests for each module in the course. ________________ should ask you for the test when he/she is ready to take it. At this time he/she should be given a Form A (or Form 1) test. When the student completes the test he/she should return it to you and it should be mailed to me for grading.

We allow the students to work on the test up to 1½ hours, if needed. It is a closed book test and it would be appreciated if you could, at least occasionally, monitor the test taking.

If the student is not satisfied with their grade on the exam, he/she is given the opportunity to retake it. For this purpose we have sent Form B (or Form 2) of each exam. The student should let you know which Form of the exam he/she wishes to take.

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

If this arrangement is acceptable to you, please sign the form below and return to me.

Thank you for your help and cooperation. If there is any problem or if you do not wish to administer these tests, please contact me at: (913) 864-4954.

Sincerely,

Fredda Brown
Project Coordinator

I agree to administer the exams for ______________________________, who
Teacher's name
is enrolled in SPED _________.

Signed: ____
Name Title

Date: _________________________

Phone Enrollment

Name	Modules Needed	Modules Sent	Book List Sent	Price List	Price Recorded (Pd/Owes)	Incomplete Memos		Tests Sent & Date Sent	Adminstrator Letter & Contract Sent (date sent)
						#1	#2		

EXAM SCORE SUMMARY SHEET

SPED 760 -- Spring 1980

Form I and II

Test 10	I II											
Test 11	I II											
Test 12	I II											
Test 13	I II											
Test 14	I II											
Course Grade												
Student's Names												

Returned Forms Checklist

Name	Exam Administration	Parent Permission	Classroom Permission	Pretraining Commitment

MAINTAINING TRAINEE RECORDS

Identification of relevant trainee record-keeping needs and periodic updating of the records will ease the administrative management of the program. The trainee records should begin at registration and be maintained throughout the trainee's enrollment history.

1. Trainee card. A trainee card is maintained for each trainee throughout enrollment. It provides a quick summary of modular and practicum grades, as well as relevant demographic information. The trainee cards should be kept in a central place easily accessible to all staff members. A rollex file or index card box is particularly suited for organization because the cards could be easily alphabetically arranged and up-dated at the beginning and end of each semester.

2. Modular Course Folder. Each trainee's modular course folder should contain all corrected exams and a carbon copy of the feedback written for each exam. Also to be included in this folder should be any correspondence relating to the course and documentation of any incomplete memos, problems with enrollment, payment reminders, etc. and a summary of phone conversations.

3. Practicum Course Folder. The practicum folders should contain a copy of all practicum exercises and a carbon of the corresponding feedback. The feedback is a crucial part of the trainee records. Copies of corespondence relating to the course should also be included.

4. Practicum Index File. Each practicum supervisor should set up an index file system for their trainees. Each trainee's file has three components:

Contact Card. This component documents all activity that the practicum supervisor does in relation to the trainee. Phone contracts, written feedback, assignments received, and memos sent should be recorded on this card.

Practicum Summary Card. This component summarizes the trainee's grades on each assignment. This card visually displays the trainee's progress in the practicum and is very helpful if the trainee phones for grade information. It also makes assignment of final grades easier.

Assignment Cards. A separate card can be maintained for each practicum assignment. This component of the Practicum Index file helps the supervisor keep track of the status of each assignment, e.g. if a revision was needed, if not all criteria were met, or any specific variables should be considered when the revision is turned in.

5. Supervisor Time. It is helpful to keep an estimated record of the time spent working with the trainees travelling, and grading exams and pracitcum assignments. This allows better estimates of needed personnel for the following semesters and is most valuable for the first year of the system. A periodic time-sampling approach at different times of the semester should be sufficient (e.g. at the beginning of the semester, midsemester, preregistration time and at the end of the semester).

6. Long Term Trainee Files. Following the completion of the semester, all trainees' course folders should be arranged alphabetically. Within the alphabetical arrangement, each individual trainee's folder should be filed chronologically, (i.e. Basic Practicum before Intermediate.) This system will facilitate finding any one trainee's file without knowing what semester the trainee enrolled in the course.

EXAMPLES OF TRAINEE RECORD-KEEPING MATERIALS

1. Trainee Card
2. Practicum Index File

Trainee Card

Name:
Address:

Wk. phone #
Hm. phone #

Degree Desired: Masters/Certification

Practicum Site(s) Basic ________ Int. ______________
Adv. ______________

Supervisor: ____________________________
Address: ____________________________

	Semester	Grade		Semester	Grade
Mod. 1-4			Int. (15)		
Mod. 5-8			Mod. 16-24		
Basic (9)			Adv. (25)		
Mod. 10-14					

(Special information on back)

Contact Card

Name:
Practicum Site:

Date	Kind of Contact	Activity	Student turned In	Next Appointment

Practicum Summary

Name:
Practicum Site:
Address:

Course:______
Semester:______
Phone:______

Exercise #	Completed	Grade	Exercise #	Completed	Grade

Exercise #______

Name:
Practicum Site:

Date	Comments	Action Taken	Grade

LETTERS TO TRAINEES

When a trainee's exams, payments, forms, etc, are not being received, it is usually because of one or two reasons. The most frequent reason is tardiness or neglect. Leaving things for the last minute is a typical, although unfortunate, reaction to self-paced programs.

The second reason that materials might be delayed is less common but nevertheless a very real problem. Specifically, this problem has to do with mail service delivery. Receiving materials is unfortunately dependent on both the U.S. Postal Service and the university campus mail delivery

Because of these two factors it is very important that trainees be notified if any required material is missing, or if exams or assignments are not being regularly received.

Since certain types of reminders are needed for several trainess, form letters can be designed in order to save time. This project used form letters to remind trainees to pay for their modules, to return permission forms, to complete exams, and to finish an Incomplete.

EXAMPLES OF LETTERS TO TRAINEES

1. Payment Letter
2. Returned Forms Letter
3. Completion of Exams Letter
4. Incomplete Letters 1, 2, and 3

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear ______________

Our records show that you owe $________ for your modules for SPED _____, purchased ______________. This payment is necessary in order for us to be able to have modules printed for the Spring 1981 semester.

If this amount is not received by the end of ______________ you will not be able to enroll for the semester. If there is any discrepancy between our records and yours, please notify us as soon as possible. Thank you.

Sincerely,

Project Director

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

November 12, 1980

Dear ____________________,

Our records show that you have not yet returned all of the necessary practicum related forms to our office. The items indicated below should be returned to us as soon as possible.

If there are any problems with the completion of these forms please contact me.

Sincerely,

Fredda Brown
Project Coordinator

_____ Classroom Permission

_____ Pretraining Committment

_____ Parent Permission(s)

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear ______________

It is nearing the end of the eighth week in the semester. There remain only nine weeks now in the semester. At this time, we have not been receiving module exams from you on any steady basis. This letter is to remind you that you need to be regularly taking these exams in order to complete the coursework for SPED _________ by the end of the semester.

All exams must be received in our office by __________________, so that grades can be turned in on time. You must have completed at least half of the required exams (round number up if odd number of modules) by the end of the semester in order to receive an incomplete. If you have not taken at least half of the exams in the course by December 18, zeros will be averaged for those tests not taken. Your final grade will then be computed on the basis of these scores.

Please call our office if you have any questions regarding the modules or coursework requirements. Good luck! We'll be expecting to receive some exams from you soon!

Sincerely,

Project Coordinator
Statewide Inservice Training Program

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear ____________________,

Our records currently show that you have an incomplete in SPED __________. You still need to take exams on Modules ________.

We are offering this course again this semester, therefore you must complete these exams by the end of the semester (see attached memo). You will be given an automatic 0 (zero) for each of the exams you have not completed and all your exam grades will then be averaged to determine your course grade; so please complete these exams! Please let us know if there are any major problems or if you think our records are in error.

Sincerely,

Project Coordinator
Statewide Inservice Training Project

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear ______________,

This week marks the mid-term of our __________ semester. Our records show you have not yet completed the work for SPED ______ in which you received an Incomplete in ______________. Remember. this course must be completed this semester and a 0 (zero) will be given for each exam not completed. The semester ends on ____________ but we will not accept exams postmarked later than ______________.

If there is a special problem interfering with your completion of these modules, please contact me immediately at (913)-864-4954. Thank you.

Sincerely,

Project Coordinator
Statewide Inservice Training Project

THE UNIVERSITY OF KANSAS

School of Education
Bailey Hall
Lawrence, Kansas 66045

Dear ________________,

You have only three weeks to complete exam(s)__________ for SPED __________. At the end of this time you will be given a zero (0) for each exam not completed. If you receive a zero on these exams, your average for the course would be _____% which would be a(n) _____.

Please make every attempt to complete these exams. If you need any special help, just give us a call at 913-864-4954. We really do want you to do well.

Sincerely,

Project Coordinator
Statewide Inservice Training Program

Main Campus, Lawrence
College of Health Sciences and Hospital, Kansas City and Wichita

References

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Gross, N.C., Giacquinta, J.B.,& Bernstein, M., *Implementing organizational innovations: A sociological analysis of planned educational change*. N.Y.: Harper and Row, 1971.

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APPENDIX A

Instructional Module 1

REVISED
JUN 80

RIGHT TO EDUCATION

(Module 1)

Revised by:
Lesley Fernandez, Jennifer Holvoet, Fredda Brown, Pat Welch & Doug Guess

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Original by:
Bonnie Utley, Trudy Rinne, and R. Don Horner

Professional Training Program Development Unit
Department of Special Education
The University of Kansas

The educational goal, instructional objectives, reading list, test questions, and answers were prepared pursuant to Grant #OEG-0-74-2766 with the Bureau of Education for the Handicapped of the Office of Education, United States Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ⓒ 1978 Statewide Inservice Training
Program for Teachers of the
Severely Multiply Handicapped.

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REVISED

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped

Department of Special Education, The University of Kansas
Haworth Hall, Lawrence, Kansas

PRINCIPAL INVESTIGATORS: Doug Guess, Phyllis Kelly

PROJECT DIRECTOR: Doug Guess

PROJECT COORDINATOR: Jennifer Holvoet

CURRICULUM DEVELOPERS: Fredda Brown, Jennifer Holvoet and Pat Welch

PRACTICUM SITE SUPERVISORS: Pat Welch, Fredda Brown, Lesley Fernandez,
Nena Murphy, Tim Fox, Jennifer Holvoet

Statewide Inservice Training Project
for Teachers of the Severely/Multiply Handicapped
The University of Kansas Department of Special Education
Competency Specifications for:

RIGHT TO EDUCATION MODULE:

INFORMATIONAL COMPETENCIES

A teacher of the severely and profoundly handicapped should acquire the information required to trace the history and evolution of the right to education and right to treatment concepts; and to assess the impact on and implications for the education of severely and profoundly handicapped individuals. The teacher should acquire this information through the readings of the Right to Education module and demonstrate the acquisition of this information by answering exam questions about:

1. The concept of "zero rejection."
2. The origins of the concepts of "right to treatment" and "right to education."
3. The constitutional provisions which arguably establish "right to treatment" and "right to education."
4. The way in which state laws have typically provided for exclusion of certain handicapped children from a publicly supported education.
5. The difference between a "class action" and a "private action" suit and the reasons it may be more desirable to bring a class action rather than a private one.
6. The rationale by which equality of access to education, rather than the quality of education has been the principal issue put to the court.
7. The stages which led to a landmark decision in the Wyatt vs. Stickney litigation.
8. Ten of the salient provisions of the consent agreement developed cooperatively by attorneys for the plaintiffs and the defendants as a result of the Pennsylvania Association for Retarded Children, Nancy Beth Bowman, et. al. vs. Commonwealth of Pennsylvania, David H. Kurtzman, et.al. litigation.
9. The application of the "least restrictive means" principle to the education of the handicapped.
10. The "cascade system" for placement of handicapped individuals in educational programs.
11. The status of residents of institutions in relation to "right to education."

12. The prescribed minimum standards for educational programs in relation to class size, length of school year in months, and minimum length of school day in hours, as established in the Wyatt vs. Stickney litigation.

13. The way the courts have dealt with the economic aspects of the court ordered minimum standards for adequate treatment or educational programs.

14. The decision in Diana vs. State Board of Education, Hobson vs. Hansen and Larry vs. Riles challenging the use of testing instruments (i.e. tests of intelligence) to place individuals in special classes.

15. The potentially negative results of legislation which provides for the purchase of special education services from outside the public school system.

16. The concept of "institutional peonage."

17. Three legal approaches to remediating "institutional peonage."

18. The statutory definitions of exceptional children in your state who are to be provided special education.

19. The importance of the Public Law 94-142 to the attainment of education for the severely handicapped student.

20. The provisions of Section 504 of the Rehabilitation Act.

21. The services which must be provided in order to provide a free, appropriate public education.

22. The components of an Individualized Education Plan (IEP).

23. How parental participation is elicited and documented for the IEP conference.

24. How the concept of due process applies to the handicapped individual and/or his/her family.

PERFORMANCE COMPETENCIES

A teacher of the severely and profoundly handicapped should apply the information acquired through the readings of the Right to Education module by:

1. Determining from an interview with the parents of a severely or profoundly handicapped child and/or available records if violations of their child's right to education or treatment is occurring.

2. Outlining a speech to a civic or parent group describing the legal right to an education of the severely and profoundly handicapped.

READING LIST

Primary Readings

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RIGHT TO EDUCATION- Reading List (Cont.)

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AUDIO-VISUAL LIST

MODULE 1: Right to Education

These Children (Slide-tape presentation) Media Services, Child Development and Mental Retardation Center WJ-10, University of Washington, Seattle, Washington 98195.

Pictorial essay describing the current national research technology for providing quality educational services to the severely/profoundly handicapped. A description of the American Association for the Education of the Severely/Profoundly Handicapped, an organization committed to the national dissemination of materials and exchange of information among those concerned with the education of the severely handicapped is also included.

Mental Retardation Plus (20 minute color film). Captioned Films for the Deaf, Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.

This film focuses on the mobility, sight and communication disorders of the profoundly retarded and on the beginning efforts of institutions to assess, educate and train this group of individuals.

Somebody's Waiting (25 minute color film). University of California, Extension Media Center, Berkley, California 94720.

This film, produced by the University of California School of Nursing, describes the condition of severely multiply handicapped retarded children. The film demonstrates therapeutic handling of the children and subsequent effects on both the children and the nursing staff.

A Free Appropriate Public Education for All Handicapped Children. Developed by the Council for Exceptional Children. 1920 Association Drive, Reston, Virginia 22091, 1976.

The package includes:

1. Three separate color film strips with captions:
   a. Introducing P.L. 94-142
   b. Complying with P.L. 94-142
   c. P.L. 94-142 Works for Children
2. Three separate audio cassettes to accompany each film strip.
3. Scripts of each cassette referenced to the actual language of the law. Scripts also include information about legislative history and other recommended resources.
4. A copy of the law itself, P.L. 94-142.
5. A document that answers key questions regarding the Act.

Overview

The excerpts from Don Horner provide a legal history to the right to education. Pay close attention to the court cases mentioned.

The Ballard and Zettel article uses a question and answer format to explain the basic components of PL 94-142 and Section 504. The Lovitt article explains the IEP.

Abeson's article on LRA (least restrictive alternatives) is a very concise picture of what mainstreaming is, why we mainstream, and some common misinterpretations about mainstreaming.

The Turnbull article explains five principles of special education law and what the future implications of those principles could be.

The Abeson, Bolick, and Hass article explains due process to a fuller extent. Although there is some repetition in the articles, each article clarifies a different aspect of special education law.

Excerpts from: R. Don Horner. The Rights of Handicapped Individuals
to Education and Treatment.

Origins of the "right to treatment" and "right to education" concepts

The means of obtaining social change in the provision of services for the handicapped has changed recently. In the past, individuals and groups advocating the initiation, improvement or expansion of services for the handicapped have relied on lobbying efforts designed to influence legislators and other public officials to pass new laws, revise existing statutes, reallocate funds, etc. The frustration generated by political powerlessness, endless delays, and inadequate action led many such individuals and groups to form their own services, largely outside the public sector. Consideration was then given to going to the courts, a move that had its roots in the labor movements of the thirties and forties; the civil rights movements of the fifties and sixties; and now the movements to secure equal rights for women, the elderly, and the poor as well as the handicapped.

Some success was achieved through legislative action prior to the move to obtain action through judicial means. Equal access to education was the original rationale for establishing state training schools. The original goal was to create educational resources for the handicapped. However, as history will attest, this original goal was quickly subverted and has remained so with but few exceptions. Success through legislative action in the movement for equal access to education was also partially obtained when state legislatures began to pass special education legislation.

The judicial origins of the "right to education" concept are based in the historic decision of *Brown* versus *Board of Education* (1954) where the Supreme Court stated:

> "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms."

While this decision was based on the segregation of Black children in separate schools it served as a precedent in establishing the rights of the handicapped to the opportunity for an education as well. This right was officially affirmed when the United States District Court for the Eastern District of Pennsylvania in *Pennsylvania Association for Retarded Children, Nancy Beth Bowman, et al.* versus *Commonwealth of Pennsylvania, David H. Kurtzman, et al.* (1972) stated that since:

> "the Commonwealth of Pennsylvania has undertaken to provide a free public education for all of its children between the ages of six and twenty-one years it is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity."

The "right to treatment" concept was probably first articulated by Dr. Morton Birnbaum (1960) who proposed that:

> "the courts, under their traditional powers to protect the constitutional rights of our citizens begin to consider the problem of whether or not a person who has been institutionalized solely because he is sufficiently mentally ill to require institutionalization for care and treatment actually does receive adequate medical treatment so that he may regain his health, and therefore his liberty as soon as possible; that the courts do this by means of recognizing and enforcing the right to treatment; and that the courts do this, independent of any action by any legislature, as a necessary and overdue development of our present concept of due process of law."

Birnbaum was attempting to focus public attention on the inadequacy of medical care in institutions for the mentally ill by suggesting litigation which hopefully would result in the remediation of such inadequacies (Mental Health Law Project, 1973).

The first judicial decision establishing a right to treatment was Rouse versus Cameron (1966). Rouse had been acquitted of a misdemeanor. Rather than being released, he was involuntarily committed to a mental hospital in the District of Columbia primarily for custody. The confinement without treatment was found to be in violation of District statutes. The judgement by the court suggested that confinement in an institution without treatment might also be in violation of the cruel and unusual punishment prohibition, due process, and equal protection provisions of the Constitution.

The "right to treatment" concept was extended to the handicapped when an original suit brought against the Mental Health Commissioner of the State of Alabama and the hospital administrators of Bryce State Hospital in Alabama by hospital employees was extended to include as plaintiffs the residents of Partlow State School and Hospital, an insitituion for the mentally retarded. This suit, known as Wyatt versus Stickney (1972), was brought before the Federal District Court in Alabama. The decision handed down by the court established the constitutional right to treatment for the handicapped as well as the mentally ill and resulted in the ordering by the court of minimum standards of treatment.

Constitutional Provisions

The attorneys representing the plaintiffs in the right to treatment and right to education suits have largely based their cases on violations of rights guaranteed by the Constitution of the United States.

According to the staff of the Mental Health Law Project (1973) there are three basic constitutional provisions that may be interpreted as establishing a right to treatment. The first is due process. The 5th and 14th Amendments both state that no person can be deprived of liberty without due process of law. This provision through various court decisions has been interpreted to require that governmental action affecting individual liberties be consistent with "fundamental fairness." In the situation of a mentally handicapped person who has been involuntarily confined, "fundamental fairness" would require that the nature and duration of confinement bear a reasonable relationship to the purpose of that commitment. A mentally handicapped person subject to civil commitment is denied the full range of procedural safeguards made available to criminal defendants. Since the mentally handicapped person can be confined for an indefinite term even though he has committed no criminal act, fundamental fairness requires that treatment and not mere custody be the necessary quid pro quo (one thing for, or in place of another) for his loss of liberty.

The second constitutional provision is equal protection of the laws. The 14th Amendment also prohibits denial to any citizen or group of citizens equal protection of the laws. Under this constitutional provision courts may be asked to scrutinize classifications of citizens to assure that the classifications are reasonable. Classifying certain persons as "mentally handicapped" and subsequently depriving them of their liberty is reasonable only if treatment is provided.

The third constitutional provision is the prohibition of cruel and unusual punishment provided in the 8th Amendment. The Supreme Court has held that punishing a "sickness" as if it were a criminal offense violates this prohibition. Since civil commitment of a mentally handicapped person without treatment amounts to punishing him for his "sickness," such commitment violates the 8th Amendment. Conditions such as physical deprivation, lack of basic sanitation, overcrowding, lack of physical exercise, inadequate diet, unchecked violence, lack of adequate medical and psychiatric care, and the abuse of solitary confinement and restraint would also constitute cruel and unusual punishment.

Even though education is not mentioned in the United States Constitution, some court decisions indicate that the due process and equal protection of the laws provisions of the Consititution may apply to education as well as to treatment.

The interpretation of *due process* as requiring that governmental action affecting individual liberties be consistent with "fundamental fairness" (labeled *substantive* due process) has been applied where handicapped individuals have been excluded from public education on the basis of vague and unjustifiable criteria. Another interpretation of the process (labeled *procedural* due process) requires that government procedures be conducted in a fair manner. Thus in cases of exclusion from educational opportunity, in transfers from one educational situation to another, and in placement in special education classes procedural due process usually requires that an individual be allowed a hearing, be notified of this hearing, be represented by an attorney, be given the opportunity to present evidence, and be able to confront and cross-examine witnesses.

The *equal protection of the laws* provision of the 14th Amendment has also been used in right to education cases. The application of this provision has established that if the government undertakes to provide education at all, it must do so for everyone. The government cannot have statutes which discriminate against a handicapped individual unless there is a "compelling state interest" to do so. A "compelling state interest" requires that the courts demand strict justification for governmental action rather than the usual requirement that a statute be "rationally" related to a legitimate governmental objective.

Self-Quiz #1

1. Birnbaum articulated the "right to education" concept because he was trying to focus public attention on the fact that if people are placed in an institution because they are mentally ill and need treatment, then they should receive ____________________ or their rights have been violated.

2. Birnbaum asked that the ____________________ enforce the concept of "right to education."

3. The decision of Brown v. Board of Education, Topeka, stated that "education is perhaps the most important function of the state and local governments.... Where the state has undertaken to provide it, (it) is a right which must be available to ______________ on ____________ terms.

4. Which of the following constitutional provisions arguably establish a right to treatment (choose 3):

   a) Right to due process in 14th amendment
   b) Prohibition of cruel and unusual punishment in 8th amendment
   c) Right to life, liberty and pursuit of happiness in 1st amendment
   d) Prohibition of denial of equal protection of laws in 14th amendment

5. The first judicial decision establishing right to treatment was ______________________ v. _______________________. This (circle one) was / was not a case involving a retarded person.

6. In Wyatt v. Stickney, a right to treatment was established for the ______________________ individual and resulted in a court order of ______________________ standards of treatment.

7. The initial court case that established that each mentally retarded child is entitled to a free public program of education and training appropriate to the child's capacity (i.e. affirmed a right to education) was:

   a) Brown v. Board of Education, Topeka
   b) Pennsylvania Assoc. for Retarded Children v. Comm. of Pennsylvania
   c) Wyatt v. Stickney
   d) Mills v. Board of Education, District of Columbia

8. Describe the concept of "right to treatment."

9. If your school district did not provide a free public education for handicapped kindergartners, but did for non-handicapped students, what rights of the handicapped student have been violated?

Class Action versus Private Action

The attorneys representing the plaintiffs in the right to education and right to treatment cases have largely filed "class action" rather than "private action" suits. In a private action suit the plaintiff is a single individual or organization seeking a judgement against another single individual or organization. In a class action suit the plaintiffs represent the "class" of all individuals or organizations from whom a judgement is sought, and the defendants represent the "class" of all individuals or organizations against whom a judgement is sought. In the "Pennsylvania case" the plaintiffs were all retarded persons excluded from schooling and the defendants were the educational and other public agencies obligated to provide services.

There are several advantages to a class action suit. If the named plaintiff is dropped from the case, the whole action does not necessarily become "moot." Any judgement granted by the court is for all members of the class, and is not limited to the named plaintiff. Any member of the class can initiate contempt proceedings if the order is not carried out with respect to him.

Equality of access to education

Attorneys for the plaintiffs in the right to education suits have based their cases on equality of access to education rather than on securing quality education. They believed judges would be hesitant to impose requirements or to set standards in subject areas outside the law. Judges have unhesitatingly required the provision of equal opportunity and minimum standards, but might be hesitant to attempt to define "quality" education.

Self-Quiz #2

1. In a private action suit, the plaintiff is a(n) ____________________ individual or ________________________ seeking a judgement against another individual or ____________________.

2. List 3 advantages of a class action suit.

3. Explain why attorneys for the plaintiffs in right to education suits have based their cases on access rather than quality.

The Pennsylvania "right to education" case

Once the case of the Pennsylvania Association for Retarded Children, Nancy Beth Bowman, *et al.* versus Commonwealth of Pennsylvania, David H. Kurtzman, *et al.*, went before a three-judge court in a preliminary hearing, it took less than a day for the attorneys for the plaintiffs and the defendants to suggest that no further testimony was required. The attorneys joined efforts and began to draft a consent agreement in consultation with representatives of tne plaintiffs and defendants that was later approved by the court.

The salient provisions of the consent agreement as summarized by Lippman and Goldberg (1973) were: (1) The Commonwealth of Pennsylvania may not deny any mentally retarded child access to a free public program of education and training. (2) The Commonwealth is obligated to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity and that among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in a special public school class, and placement in a special public school class is preferable to placement in any other type of program of education and training. (3) The Secretary of Education is responsible for placement of every mentally retarded child in a program of education and training appropriate to his learning capacities and for being informed of the identity, condition and educational status of every mentally retarded child within the various school districts. (4) The Department of Public Welfare is responsible for providing children in institutions a program of education and training appropriate to the capacities of that child. (Later altered to be placed under the supervision of the Department of Education for one year and then finally to be the total responsibility of the Department of Education.) (5) The free, public program of education and training appropriate to each individual's capacity is to be made available to every retarded person between the ages of six and twenty-one. (6) If a preschool program of education and training is provided for children less than six years of age, every mentally retarded child of the same age is to be provided access to a preschool program of education and training appropriate to his capacities. (7) A plan be developed for locating retarded children. (This resulted in publication of the "Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children" or COMPILE.) (8) A plan be developed for providing educational services. (This resulted in publication of the "Commonwealth Plan to Educate and Train Mentally Retarded Children" or COMPET.) (9) Masters be appointed to oversee the development of the plans. (The two appointed were Herbert

Goldstein, Ph.D., Director of the Curriculum Research and Development Center in Mental Retardation and Professor of Education in the Department of Special Education, Yeshiva University, New York, and Dennis E. Haggerty, member of a Philadelphia law firm, former Chairman of the Pennsylvania Association for Retarded Childrens Residential Services Committee and a consultant to the President's Committee on Mental Retardation.) (10) Notice be provided to parents of retarded children as to the contents of the agreement and court action.

The Alabama "right to treatment" case

As mentioned before, the "right to treatment" concept was extended to the handicapped when an original suit, brought against the Mental Health Comissioner of the State of Alabama and the hospital administrators of Bryce State Hospital in Alabama by hospital employees (who had been dismissed due to funding cuts), was extended to include, as plaintiffs, the residents of Partlow State School and Hospital, an institution for the mentally retarded. This suit, known as *Wyatt* v. *Stickney* was brought before the Federal District Court in Alabama in 1970.

The Staff of the Mental Health Law Project (1973) divided the progress of this suit into three distinct stages. First, the District Court Judge in a preliminary hearing heard evidence and ruled that the programs of treatment were below any known minimums and constituted a violation of the very fundamentals of due process. This landmark ruling provided the first articulation of the constitutional right to treatment for the handicapped.

The second stage consisted of an invitation by the court, to professionals from organizations serving as advocates for the mentally retarded, such as the American Association on Mental Deficiency, to serve as *amici curiae* (friends of the court) to recommend standards designed to provide a humane psychological and physical environment, sufficient qualified staff to administer adequate treatment, and individualized treatment plans.

The third stage was the ordering by the court of the minimum standards developed by the amici including: protection of residents from being used as uncompensated labor, guidelines to insure that residents have access to an adequate habilitation program, an individualized habilitation plan for each resident, a set of standards relating to insuring a humane physical and psychological environment, specification of numbers of staff deemed sufficient to provide adequate habilitation, a requirement that the least restrictive setting necessary for treatment be provided, and a program of transitional habilitation assistance provided each resident discharged to the community.

Self-Quiz #3

Mark each of the following True or False. The rights won by the Pennsylvania Association for Retarded Children were:

1. T F No mentally retarded child in Pennsylvania may be denied a free public education

2. T F All mentally retarded children in Pennsylvania were to be mainstreamed into the regular classroom

3. T F The education program had to be appropriate to the student's learning capacity.

4. T F Children in institutions were to attend public schools

5. T F Free public education was to be made available to retarded persons between ages 6 and 18.

6. T F If a free public preschool is provided, every mentally retarded child is to be provided access to a preschool.

7. T F There was to be a statewide plan for locating retarded children.

8. T F That parents of retarded children had to be notified in writing of the contents and rulings on this case.

9. In the Alabama "right to treatment" case, list 5 minimum standards of treatment that were ordered by the court. (Use next page.)

The "right to education" status of residents in institutions

Sheldon and Sherman (1974) point out that the statutes of most states provide for the education of children who reside in institutions. Using Kansas as an example, the statute for one of the state institutions for the mentally retarded reads:

> The object of Parsons State Hospital and Training Center shall be to examine, treat, educate, train, and rehabilitate the persons admitted and retained so as to make such persons more comfortable, happy, and better fitted to care for and support themselves. To this end, the secretary shall provide such examination, treatment, education (including academic and vocational), training, and rehabilitation facilities as he shall deem necessary and advisable. (K.S.A. 76-1409)

The objective of other Kansas institutions for the mentally retarded are similar. Thus, relying on state statutes, one may find a guarantee for the right to education for individuals residing in institutions.

If state statutes or state constitutions do not provide for the education of children who reside in institutions, but do provide for the education of children outside of institutions; or if the educational facilities are inferior to those outside the institution, a denial of equal protection of the laws can serve as the basis for the right to education.

Protection from "institutional peonage"

While school-age residents of institutions appear to have a basis for their habilitation through right to education legislative and judicial action, post-school-age residents do not. They must rely on legislative and judicial actions that guarantee a right to treatment. In the past many institutions have included as "treatment" the use of residents as laborers in menial aspects of institutional work. These resident-laborers, if paid at all, often received a grossly sub-standard wage. This practice has come to be known by those advocating right to treatement, as "institutional peonage." It is recognized however that work can and must indeed be therapeutic in order for it to be considered treatment. A distinction must be drawn between therapeutic and non-therapeutic work assignment in residential work programs. If a work assignment is created for the resident, clear statements must be made as to the predicted contribution the work performed will have toward the resident's rehabilitation. Continuation of a work placement must be contingent upon measured progress toward rehabilitation and the resident must be paid the prevailing wage established by U.S. Labor Department standards. If these conditions are satisfied, the work assignment would appear to be designed for the benefit of the resident, and could be considered a therapeutic work program. If on the other hand the work assignment is a regular institutional job which would have to be performed by a non-resident at the prevailing wage if the resident were not availalbe; if there are vague (or no) statements as to the rehabilitative nature of the work; if the work placement is continued without measuring progress toward stated objectives; if the resident is not paid, paid in privileges, or paid a token of the prevailing wage, then the work assignment would appear to be designed strictly for the benefit of the institution without therapeutic value and could be considered institutional peonage.

The staff of the Mental Health Law Project (1973) outlined three legal approaches that could be taken to prevent or remediate "institutional peonage." One is the legislative approach. A bill could be passed by each state legislature to specifically abolish institutional peonage. An administrative board could be created that would design a schedule of occupational classifications and renumeration levels for categories of work that would then be applied to all working residents performing services for which the institution would have to hire a regular employee, were resident labor unavailable. Such a bill should ensure that the therapeutic value of the resident's activities is the primary concern of the staff, with institutional needs clearly subordinated.

A second approach would be to use the protection of the 13th Amendment to the U.S. Constitution that forbids slavery and involuntary servitude except as punishment for convicted criminals. A favorable judgement would find that any work assignment that is involuntary or coerced, whether it is therapeutic or not, is in violation of the 13th Amendment's prohibition.

A third approach would be to base a case on the 1966 Amendments to the 1938 Fair Labor Standards Act. These Amendments extended minimum wage coverage to all non-federal hospital employees. Thus a basis may exist for demanding minimum wages for work performed by residents of institutions as hospital employees covered by the Fair Labor Standards Act.

Self-Quiz #4

1. Which of the following is/are true of "institutional peonage."
    - a. Residents are substituted for nonhandicapped staff.
    - b. Students are paid less than minimum and/or conventional wages.
    - d. It is vocational training.
    - e. None of the above.

2. Which of the following is not a legal approach which could be taken to prevent or remediate "institutional peonage."
    - a. A bill could be passed by each state legislature to abolish institutional peonage.
    - b. An amendment to the U.S. Constitution could be passed.
    - c. The Thirteenth Amendment could be invoked for the protection of the handicapped.
    - d. The Fair Labor Standards Act could be extended to demand minimum wages for residents of institutions.

3. If your special school didn't employ janitors to clean classrooms, but requested the moderately retarded and severely handicapped students to do this work for no pay because "they could use the job training," would your school be violating the students' rights? Defend your answer by stating why or why not.

Minimum standards for educational programs

In the Alabama (Wyatt vs. Stickney) litigation, minimum standards for the educational programs at Partlow State School and Hospital in relation to class size, length of school year in months, and minimum length of school day in hours, were established as follows:

	Mild	Moderate	Severe/Profound
Class size	12	9	6
Length of school year in months	9-10	9-10	11-12
Minimum length of school day in hours	6	6	6

The Kansas State Department of Education in their working copy of the state plan for multiply and/or severely handicapped program area (1975) has recommended that for self-contained classrooms:

> "The average class size shall be six (6) with a maximum enrollment of eight (8). Each class shall have a full-time teacher, plus a full-time paraprofessional for a class of six with an additional full-time paraprofessional for two more children up to the maximum classload of eight."

It should be stressed that these are minimum standards. A realistic adult-child ratio in self-contained classrooms for the severely and profoundly handicapped is probably 1:2. In a class of six, if one of the adults is a well-trained special education teacher and the other two well-trained paraprofessionals, it is anticipated that a thorough special education program could be implemented for each child. However, this is an empirical question that has not yet been tested and would also depend upon the entry skills of the students. In some cases even a minimum program of education may require a 1:1 adult-child ratio.

Economic Impact

Administrators of school districts across the country are looking at the standards resulting from legislative, judicial and State Departments of Education recommendations and requirements for educating the severely handicapped and asking several very important questions. One is where is the money to finance such programs? The impact of inflation, declining enrollments (resulting in reduction in state and federal aid), the tentative nature of the property tax as a future base for determining revenue (due to still other court rulings) are all contributing to conservative or at least cautious views toward expansion of services. For example, the state superintendent of schools in Georgia resigned rather than attempt to implement Federal legislation (PL 94-142). In his opinion, those "with intelligence quotients below 35 or 40 are too profoundly retarded to be taught--despite any Federal requirements" (Cotterell, 1977).

Lack of funds cannot be used as a basis for failure to implement educational programs for the severely handicapped. The judge in the Mills versus Board of Education of the District of Columbia (1972) case made the following statement:

> "If sufficient funds are not available to finance all of the services and programs that are needed in the system then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education consistent with his needs and ability to benefit therefrom."

Three years after Judge Joseph C. Waddy made this statement, similar class actions had been filed in several states and Congress passed the Education for All Handicapped Children Act based largely on the Mills order. In Washington, D.C., the order by Judge Waddy resulted in an increase in the number of handicapped children served by the public schools from 3,000 in 1972 to 14,000 in 1977. The budget for special education services expanded from $1.2 million to an annual budget in excess of $11 million. These increases were obtained only through continuous monitoring, repeated returns to court, contempt of court proceedings against school district officials, and the granting of a court-appointed special master to supervise conformance to the decree. Despite these efforts, the detailed plan for provision of total education for all handicapped children in the District of Columbia, originally ordered by Judge Waddy, had not been developed at the end of 1977 (Mental Health Law Project, 1977).

The judge in the Wyatt versus Stickney case also emphasized that failure by the defendants to comply with the decree could not be justified by a lack of operating funds. He made the following statement:

> "The responsibility for appropriate funding ultimately must fall, of course, upon the State Legislature and, to a lesser degree, upon the defendant Mental Health Board of Alabama. For the present time, the court will defer to those bodies in hopes that they will proceed with the realization and understanding that what is involved in this case is not representative of ordinary governmental functions such as paving roads and maintaining buildings. Rather, what is so inextricably intertwined with how the Legislature and Mental Health Board respond to the revelations of this litigation is the very preservation of human life and dignity."

"Purchasing" special education services

Some states have attempted to avoid or respond to litigation by passing legislation which authorizes school districts to purchase special education services that already exist either in the private sector or at a state school or institution. In some cases this may prove to be an effective arrangement. If a service has been created by a private group (such as a local association for retarded citizens) and has reached the goal of providing an educational program

it would seem unwise to switch the children to a new public school program. But if the school district contracts with a private or public agency or institution that is far from the child's home and has never had an effective program, all that has been accomplished is switching the cost of the existing sub-standard services to the local school district.

Blatt (1972) points out that even if the services provided through a contract or purchase arrangement with private sources are excellent, such legislation has potentially negative results. If the legislation does not allow for the total cost of the service, poor families will have far greater difficulty participating in and benefiting from the legislation than will the more affluent. If the poor cannot afford to make up the difference, it encourages institutionalization of the handicapped children of poor families, and places further limits on public school responsibility for the education of all handicapped children.

Placement in special classes

The right to education concept applies to inclusion as well as exclusion. As mentioned, children have often been excluded from education on the basis of vague and unjustifiable criteria. They have often been *included* in special education programs through the same vague and unjustifiable criteria.

The court cases known as *Diana* versus *State Board of Education* (1970), *Hobson* versus *Hansen* (1968), and *Larry P.* versus *Riles* (1972) challenged the use of traditional tests of intelligence for placing individuals in special classes. The plaintiffs argued that language barriers and cultural differences accounted for the low scores, and that placement in special education classes on the basis of such scores was inappropriate and denied the plantiffs the full range of educational opportunities available in regular classes.

In the *Diana* case, an agreement signed by the contesting parties stipulated: (1) Children are to be tested in their primary language. Interpreters may be used when a bilingual examiner is not available. (2) Mexican-American and Chinese children placed in classes for the "Educable Mentally Retarded" are to be retested and evaluated. (3) Special efforts are to be extended to aid misplaced children in readjustment to regular classroom placements. (4) The State of California will undertake immediate efforts to develop and standardize an appropriate IQ test.

In the *Hobson* case, the court ruled the "tracking" system of educational placement (placement in honors, general or special classes) was illegal. The judge found that there were disproportionate numbers of black children in special classes and attributed this to the cultural bias of the test. In addition, there were infrequent retests, so a student could easily become locked into a certain track. The court, using the equal protection clause, held that the tracking system and its testing procedures irrationally separated students on the basis of race and socioeconomic background and thereby violated their right to an equal educational opportunity.

In Larry P. versus Riles, the court reached a similar decision stating that IQ tests were "suspect" and that the school must show a rational relationship between the testing apparatus and the ability to learn. When the children in the case were retested by personnel who rephrased the questions, the plaintiffs were not classified as retarded.

Self-Quiz #5

1. Describe the minimum standards for class size, length of school year in months, and minimum school day in hours established for severely handicapped students in Wyatt v. Stickney.

2. Lack of funds can / cannot (circle one) be used as a basis for failure to implement educational programs for the severely handicapped? Name the two court cases which decided this.

3. Name two potentially negative results of purchasing (contracting) special education services with private sources.

4. The use of traditional intelligence tests to place individuals in special classes was challenged by:

   a. Diana v. State Board of Education
   b. Hobson v. Hansen
   c. Larry P. v. Riles
   d. All of the above

Definitions of handicapping conditions according to PL 94-142

The term "free appropriate public education" means special education and related services that are (1) Provided at public expense, under public supervision and direction, and without charge. (2) Consistent with the standards of the State educational agency. (3) Inclusive of preschool, elementary shcool, and secondary school education in the State, and (4) Provided in conformity with an individualized educational plan for each handicapped student.

The term "handicapped children" means children who have been diagnosed as mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of these impairments need special education and related services.

These "categories" of handicapped children are further defined as follows:

(1) "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

(2) "Hard of hearing" means a hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but not included under the definition of "deaf."

(3) "Deaf" means a hearing impairment so severe that the child is impaired in processing linguistic information through hearing that educational performance is adversively affected with or without amplification.

(4) "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, and language or voice impairment, that adversely affects a child's educational performance.

(5) "Visually handicapped" means a visual impairment that, even with correction, adversely affects a child's educational performance.

(6) "Seriously emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression, or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic or autistic.

(7) "Orthopedically impaired" means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of an appendage, etc.); impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns that cause contractures).

(8) "Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems (e.g. heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) that adversely affects a child's educational performence.

(9) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(10) "Multi-handicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated

in special education programs solely for one of the impairments. The term does not include deaf-blind children.

(11) "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

"Special education" as defined by the Act means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, vocational education, or any other related service, if that service consists of specially designed instruction and is considered special education under State standards. This definition of special education is particularly important since a child is not considered handicapped (and thus would not be covered by the Act) unless he or she needs special education services.

Self-Quiz #6

Define the following:

1) hard of hearing:

2) multi-handicapped:

3) orthopedically impaired:

4) visually handicapped:

5) deaf:

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Public Law 94-142 and Section 504: What They Say about Rights and Protections

JOSEPH BALLARD
JEFFREY ZETTEL

This is the second article in *Exceptional Children* during the current volume year that deals with Public Law (P. L.) 94-142, the Education for All Handicapped Children Act. The primary objective of this series is to provide the reader with a background as well as a substantial understanding of this monumental and most complex piece of federal legislation as it relates to the education of all handicapped children. The October issue of *Exceptional Children* contained the feature article "The End of the Quiet Revolution: The Education for All Handicapped Children Act of 1975."

The purpose of that article was to provide a historical perspective of state and federal litigation and legislation that both directly and indirectly influenced the conception of P. L. 94-142. What follows in this and subsequent articles will be an in-depth analysis of the specific language and principal intent of the law. For the sake of clarity, as well as brevity, the vehicle for the majority of the ensuing discussions will be in the form of a question and answer format. Finally, it should be noted that frequent reference will be made to Section 504 of the Vocational Rehabilitation Act of 1973 with the expectation that the parallels and similarities between the two laws in regard to their potential impact on the education of handicapped children will be apparent.

Exceptional Children, 1977, 44(3), 177-184.

Basic Thrust, Objectives, and Target Populations

What is P. L. 94-142?

P. L. 94-142, the Education for All Handicapped Children Act, is legislation passed by the United States Congress and signed into law by President Gerald R. Ford on November 29, 1975. The "94" indicates that this law was passed by the 94th Congress. The "142" indicates that this law was the 142nd law passed by that session of the Congress to be signed into law by the President.

What are the purposes of P. L. 94-142?

P. L. 94-142 can be said to have four major purposes:

- Guarantee the availability of special education programing to handicapped children and youth who require it.
- Assure fairness and appropriateness in decision making with regard to providing special education to handicapped children and youth.

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- Establish clear management and auditing requirements and procedures regarding special education at all levels of government.
- Financially assist the efforts of state and local government through the use of federal funds (refer to Section 3 of the Act).

What is Section 504?

Section 504 is a basic civil rights provision with respect to terminating discrimination against America's handicapped citizens. Section 504 was enacted through the legislative vehicle P. L. 93-112, the Vocational Rehabilitation Act Amendments of 1973. Though Section 504 is brief in actual language, its implications are far reaching. The statute reads:

> No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

To whom do P. L. 94-142 and Section 504 apply?

P. L. 94-142 applies to all handicapped children who require special education and related services, ages 3 to 21 inclusive. Section 504 applies to all handicapped Americans regardless of age. Section 504 therefore applies to all handicapped children ages 3 to 21 with respect to their public education both from the standpoint of the guarantee of an appropriate special education and from the standpoint of sheer regular program accessibility. Close coordination has thus been maintained between the provisions of P. L. 94-142 and those of the Section 504 regulations (refer to Section 611 of P. L. 94-142 and background statement of the Section 504 regulation).

What is the relationship of P. L. 94-142 to the older federal Education of the Handicapped Act (EHA)?

P. L. 94-142 is a complete revision of only Part B of the Education of the Handicapped Act. Part B was formerly that portion of EHA addressing the basic state grant program. The other components of the Act (Parts A-E) remain substantially unchanged and continue in operation. Parenthetically, all programs under the aegis of the EHA, including the P. L. 94-142 revision of Part B, are administered through the Bureau of Education for the Handicapped under the US Office of Education.

Was there a forerunner to P. L. 94-142?

Many of the major provisions of P. L. 94-142, such as the guarantee of due process procedures and the assurance of education in the least restrictive environment, were required in an earlier federal law—P. L. 93-380, the Education Amendments of 1974 (enacted August 21, 1974). P. L. 94-142 was enacted approximately one year and three months later, on November 29, 1975.

How are handicapped children defined for purposes of this Act?

Handicapped children are defined by the Act as children who are:

> mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who by reason thereof require special education and related services.

This definition establishes a two pronged criteria for determining child eligibility under the Act. The first is whether the child actually has one or more of the disabilities listed in the above definition. The second is whether the child requires special education and related services. Not all children who have a disability require special education; many are able and should attend school without any program modification (refer to Section 4 of the Act).

If a child has one or more of the disabilities listed in the preceding definition and also requires special education and related services, how does P. L. 94-142 define special education?

Special education is defined in P. L. 94-142 as:

> specially designed instruction, at no cost to par-

> ents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

The key phrase in the above definition of special education is "specially designed instruction . . . to meet the unique needs of a handicapped child." Reemphasized, special education, according to statutory definition, is defined as being "special" and involving only instruction that is designed and directed to meet the unique needs of a handicapped child. For many children therefore, special education will not be the totality of their education. Furthermore, this definition clearly implies that special education proceeds from the basic goals and expected outcomes of general education. Thus, intervention with a child does not occur because he or she is mentally retarded but because he or she has a unique educational need that requires specially designed instruction (refer to Section 4(a)(16) of the Act).

How are related services defined in P. L. 94-142?

Equally important to understand is the concept of related services that are defined in the Act as:

> transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

The key phrase here is "as required to assist the handicapped child to benefit from special education." This leads to a clear progression: a child is handicapped because he or she requires special education and related services; special education is the specially designed instruction to meet the child's unique needs; and related services are those additional services necessary in order for the child to benefit from special educational instruction (refer to Section 4(a)(17) of the Act).

For further information, the reader is referred to the following resources available from The Council for Exceptional Children:

- *Public Policy and the Education of Exceptional Children* edited by Frederick J. Weintraub, Alan R. Abeson, Joseph Ballard, and Martin L. LaVor, 1976, 288 pp., Stock No. 123, $13.95.
- *P. L. 94-142, The Education for All Handicapped Children Act of 1975* by Joseph Ballard, Jean N. Nazzaro, and Frederick J. Weintraub, (multimedia package), 1976, Stock No. 136, $50.00.
- *Special Education Administrative Policy Manual* by Scottie Torres, 1977, 175 pp., Stock No. 164, $27.50.

Rights and Protections

A Free Appropriate Education

What is the fundamental requirement of P. L. 94-142, from which all other requirements of this Act stem?

P. L. 94-142 requires that every state and its localities, if they are to continue to receive funds under this Act, must make available a free appropriate public education for all handicapped children aged 3 to 18 by the beginning of the school year (September 1) in 1978 and further orders the availability of such education to all children aged 3 to 21 by September 1, 1980 (refer to Section 3(c) of the Act).

What about preschool and young adults under P. L. 94-142?

For children in the 3 to 5 and 18 to 21 age ranges, however, this mandate does not apply if such a requirement is inconsistent with state law or practice or any court decree. Refer to regulations for further expatiation of this provision (refer to Section 612 (2)(B) of the Act).

What does Section 504 say regarding the right to an education?

Section 504 makes essentially the same requirement. However, the 504 regulation says "shall provide." P. L. 94-142 says "a free appropriate public education will be available."

The 504 regulation does not refer to specific age groups per se. Instead, it refers to "public elementary and secondary education," and, therefore, the traditional school age population. With respect to that school age population, the 504 regulation accedes to the September 1, 1978, date of P. L. 94-142 as the final and absolute deadline for the provision of a free appropriate public education. However, the Section 504 regulation also precedes that requirement with the phrase "at the earliest practicable time but in no event later than September 1, 1978." (Refer to #84.33(d) of the 504 regulation.)

What is required with respect to preschool and young adult programs under Section 504?

The 504 regulation appears simply to say that preschool and adult education programs will not discriminate on the basis of handicap, and further that such program accessibility is to take effect immediately. On the other hand, P. L. 94-142, as previously noted, explicitly states that there shall be available a free appropriate public education for children ages 3 through 5 and youth ages 18 through 21 unless such requirement is inconsistent with state law or practice or the order of any court. Again, P. L. 94-142 does not require such availability until September 1, 1978 (refer to #84.38 of the 504 regulation).

Since Section 504 and P. L. 94-142 are making, in essence, the same fundamental requirement of a free, appropriate public education, are federal monies authorized under Section 504 as they are under P. L. 94-142?

No. Section 504 is a civil rights statute, like Title VI of the Civil Rights Act of 1965 (race) and Title IX of the Education Amendments of 1972 (sex).

Must there be compliance with the fundamental requirement of P. L. 94-142 (as reiterated in Section 504 regulations) if P. L. 94-142 is not "fully funded"?

It is most important to note that compliance with this baseline guarantee of the availability of a free, appropriate public education is in no way dependent upon whether this Act receives appropriations at the top authorized ceilings, or in other words, is "fully funded." If a state accepts money under this Act, regardless of the amount of actual appropriations, it must comply with the aforementioned stipulation.

What does "free" education, as required in both P. L. 94-142 and Section 504, mean?

"Free" means the provision of education and related services at no cost to the handicapped person or to his or her parents or guardian, except for those largely incidental fees that are imposed on nonhandicapped persons or their parents or guardian (refer to #84.33(c)(1) of the 504 regulation).

What if a public placement is made in a public or private residential program?

If both the school and parents jointly agree that the most appropriate educational placement for the child is in a public or private residential facility, then such a program placement, including nonmedical care as well as room and board, shall be provided at no cost to the person or his or her parents or guardian (refer to #84.33(c)(3) of the 504 regulation).

Does "free" mean that no private funds can be used?

No. Private funds are not prohibited. To reiterate: there must be no cost to the handicapped person or to his or her parents or guardian.

What does "appropriate" education mean?

"Appropriate" is not defined as such, but rather receives its definition for each child through the mechanism of the written individualized education program (IEP) as required by P. L. 94-142. Therefore, what is agreed to by all parties becomes in fact the "appropriate" educational program for the particular child.

Individualized Education Programs

What are the basic concepts of the IEP?

The term *individualized education program* itself conveys important concepts that need to be specified. First, *individualized* means that the IEP must be addressed to the educational needs of a single child rather than a class or group of children. Second, *education* means that the IEP is limited to those elements of the child's education that are more specifically special education and related services as defined by the Act. Third, *program* means that the IEP is a statement of what will actually be provided to the child, as distinct from a plan that provides guidelines from which a program must subsequently be developed.

What are the basic components of an IEP?

The Act contains a specific definition describing the components of an IEP as:

> a written statement for each handicapped child developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

(Refer to Section 4(a)(19) of the Act.)

May others be involved in the development of an IEP?

Good practice suggests that others frequently be involved. However, the law only requires four persons be involved (i.e., the parents or guardians, the teacher or teachers of the child, a representative of the local educational agency or intermediate unit who is qualified to provide or supervise the provision of special education, and whenever appropriate, the child). If a related service person will be providing services, then it seems to make sense that they be as involved as the teacher. Also, good practice indicates that parents often want to bring an additional person familiar with the child to the meeting.

Who must be provided an IEP?

Each state and local educational agency shall insure that an IEP is provided for each handicapped child who is receiving or will receive special education, regardless of what institution or agency provides or will provide special education to the child: (a) The state educational agency shall insure that each local educational agency establishes and implements an IEP for each handicapped child; (b) The state educational agency shall require each public agency which provides special education or related services to a handicapped child to establish policies and procedures for developing, implementing, reviewing, maintaining, and evaluating an IEP for that child.

What must local and intermediate education agencies do regarding IEP's?

- Each local educational agency shall develop or revise, whichever is appropriate, an IEP for every handicapped child at the beginning of the school year and review and if appropriate revise its provisions periodically but not less than annually.
- Each local educational agency is responsible for initiating and conducting meetings for developing, reviewing, and revising a child's IEP.
- For a handicapped child who is receiving special education, a meeting must be held early enough so that the IEP is developed (or revised, as appropriate) by the beginning of the next school year.
- For a handicapped child who is not receiving special education, a meeting must be held within 30 days of a determination that the child is handicapped, or that the child will receive special education.

(Refer to Section 614(a)(5) of the Act.)

Do the IEP requirements apply to children in private schools and facilities?

Yes. The state educational agency shall insure that an IEP is developed, maintained, and evaluated for each child placed in a private school by the state educational agency or a local educational agency. The agency that places or refers a child shall insure that provision is made for a representative from the private school (which may be the child's teacher) to participate in each meeting. If the private school representative cannot attend a meeting, the agency shall use other methods to insure participation by the private school, including individual or conference telephone calls (refer to Section 613(a)(4)(B) of the Act).

Is the IEP an instructional plan?

No. The IEP is a management tool that is designed to assure that, when a child requires special education, the special education designed for that child is appropriate to his or her special learning needs and that the special education designed is actually delivered and monitored. An instructional plan reflects good educational practice by outlining the specifics necessary to effectively intervene in instruction. Documenting instructional plans is not mandated as part of the IEP requirements.

What procedures should education agencies follow to involve parents in the development of their child's IEP?

- Each local educational agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place.
- If neither parent can attend, the local educational agency shall use other methods to insure parent participation, including individual or conference telephone calls.
- A meeting may be conducted without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency must have a record of its attempts to arrange a mutually agreed on time and place such as: (a) Detailed records of telephone calls made or attempted and the results of those calls, (b) copies of correspondence sent to the parents and any responses received, and (c) detailed records of visits made to the parent's home or place of employment and the results of those visits.
- The local educational agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

When must handicapped children be guaranteed the IEP?

- For handicapped children counted under the fiscal funding formula of P. L. 94-142, not later than the beginning of school year 1977-1978.
- For all handicapped children in each state, regardless of the delivering agency, not later than the beginning of school year 1978-1979.

What does Section 504 say with respect to the IEP?

As just discussed, P. L. 94-142 requires the development and maintenance of individualized written education programs for all children. The 504 regulation cites the IEP as "one means" of meeting the standard of a free appropriate public education (refer to ≠84.33(b)(2) of the 504 regulation).

For further information regarding individualized education programs, the reader is referred to the following resources:

- *A Primer on Individualized Education Programs for Handicapped Children* by Scottie Torres, 1977, 60 pp. Available from the Foundation for Exceptional Children, 1920 Association Dr., Reston VA 22091.
- "Teacher Issues Regarding Individualized Education Programs" by Scottie Torres and Josephine Hays (forthcoming in the January 1978 issue of *Exceptional Children*).

Least Restrictive Educational Environment

P. L. 94-142 requires that handicapped children receive a free appropriate public educa-

tion in the least restrictive educational environment. What does this mean?

It is critical to note what this provision *is not*:

- It is not a provision for mainstreaming. In fact, the word is never used.
- It does not mandate that all handicapped children will be educated in the regular classroom.
- It does not abolish any particular educational environment, for instance, educational programing in a residential setting.

It is equally critical to note what this provision *does* mandate:

- Education with nonhandicapped children will be the governing objective "to the maximum extent appropriate."
- The IEP will be the management tool toward achievement of the maximum least restrictive environment and therefore shall be applied within the framework of meeting the "unique needs" of each child.
- The IEP document(s) must clearly "show cause" if and when one moves from least restrictive to more restrictive. The statute states that the following component must be included in the written statement accompanying the IEP "and the extent to which such child will be able to participate in regular educational programs."

(Refer to Section 612(5)(B) of the Act.)

Correspondingly, what does the Section 504 regulation say with respect to least restrictive educational environment?

The language of the 504 regulation is, in most important respects, nearly identical to the least restrictive statute in P. L. 94-142. There remains one notable distinction, however. The 504 regulation would seem to consider the "nearest placement to home" as an additional determinant of instructional placement in the least restrictive environment (refer to §84.34(a) of the 504 regulation).

Procedural Safeguards

Under P. L. 94-142, what happens if there is a failure to agree with respect to what constitutes an appropriate education for a particular child?

States must guarantee procedural safeguard mechanisms for children and their parents or guardians. Those provisions of previously existing law (P. L. 93-380, the Education Amendments of 1974) toward the guarantee of due process rights are further refined in P. L. 94-142, and their scope is substantially enlarged.

Basically, the state education agency must guarantee the maintenance of full due process procedures for all handicapped children within the state and their parents or guardian with respect to all matters of identification, evaluation, and educational placement whether it be the initiation or change of such placement, or the refusal to initiate or change. Interested individuals are strongly urged to read Section 615 of the Act ("Procedural Safeguards") in its entirety.

It should be observed that the P. L. 94-142 refinements take effect in the first year under the new formula, that is, fiscal 1978 (school year 1977-1978). In the meantime, those basic features of due process as authorized in the prior Act (P. L. 93-380) must be maintained by the states.

It should be further noted that, when the parents or guardian of a child are not known, are unavailable, or when the child is a legal ward of the state, the state education agency, local education agency, or intermediate education agency (as appropriate) must assign an individual to act as a *surrogate* for the child in all due process proceedings. Moreover, such assigned individual may not be an employee of the state educational agency, local educational agency, or intermediate educational unit *involved* in the education or care of the particular child (refer to Section 615 of the Act).

Does the Section 504 regulation also require the maintenance of a procedural safeguards mechanism?

Yes. However, though most of the major principles of due process embodied in P. L. 94-142 are clearly present in the 504 regulation, *all* of the stipulations of P. L. 94-142 are treated only as "one means" of due process compliance under Section 504 (refer to §84.36 of the 504 regulation).

What does P. L. 94-142 say with respect to assessment of children?

P. L. 94-142 carries a provision that seeks to guarantee against assessment with respect to the question of a handicapping condition when such assessment procedures are racially or culturally discriminatory. The statute does not provide a comprehensive procedure of remedy with respect to potential discrimination but does make two clear and important stipulations in the direction of remedy:

- "Such materials and procedures shall be provided in the child's native language or mode of communication."
- "No single procedure shall be the sole criterion for determining an appropriate educational program for a child."

The provision, in effect, orders that assessment procedures be multi-factored, multi-sourced, and carried out by qualified personnel. The regulations governing this provision should therefore be carefully reviewed (refer to Section 612 (5)(C) of the Act).

What does the Section 504 regulation say with respect to the assessment of children?

The objectives of Section 504 and P. L. 94-142 are identical on this matter, and the regulatory language for both statutes are also identical (refer to §84.35 of the 504 regulation).

What does P. L. 94-142 say with respect to the confidentiality of data and information?

P. L. 94-142 contains a provision that addresses the question of abuses and potential abuses in school system record keeping with respect to handicapped children and their parents. P. L. 94-142, as did the prior P. L. 93-380, simply orders a remedy and does not go beyond. The governing statutes for this provision are contained in the larger "Family Educational Rights and Privacy Act" (often referred to as the "Buckley Amendments" after the author, US Senator James Buckley of New York). That measure sets forth both the access rights and privacy rights with respect to personal school records for all of the nation's children and youth, and their parents.

Thus, readers should study the Act itself (contained in P. L. 93-380), the accompanying regulations for the "Buckley Amendments," and the modest addendums to those provisions contained in the regulations for P. L. 94-142 (refer to Section 617 (c) and Section 612 (2) (D) of the Act).

What then, in summary, are the rights and protections of P. L. 94-142 (which, for the most part, are also affirmed in Section 504) that must be guaranteed?

P. L. 94-142 makes a number of critical stipulations that must be adhered to by both the state and its local and intermediate educational agencies:

- Assurance of the availability of a free, appropriate public education for all handicapped children, such guarantee of availability no later than certain specified dates.
- Assurance of the maintenance of an individualized education program for all handicapped children.
- A guarantee of complete due procedural safeguards.
- The assurance of regular parent or guardian consultation.
- Assurance of special education being provided to all handicapped children in the "least restrictive" environment.
- Assurance of nondiscriminatory testing and evaluation.
- A guarantee of policies and procedures to protect the confidentiality of data and information.
- Assurance of an effective policy guaranteeing the right of all handicapped children to a free, appropriate public education at no cost to parents or guardian.
- Assurance of a surrogate to act for any child when parents or guardians are either unknown or unavailable or when such child is a legal ward of the state.

It is most important to observe that an official, written document containing all of these assurances is now required (in the form of an application) of every school district receiving its federal entitlement under P. L. 94-142. Correspondingly, such a public document also exists at the state level in the form of the annual state plan, which must be submitted to the US Commissioner.

November 1977

Self-Quiz #7

1. PL 94-142 is designed to:

   a. assure that all handicapped children have a free appropriate public education.
   b. assure the mainstreaming of all handicapped children.
   c. assure that the rights of handicapped individuals and their parents are protected.
   d. both a and c
   e. none of the above

2. Describe how Section 504 of the Rehabilitation Act seeks to ensure that each individual trained is in his/her least restrictive environment.

3. An IEP is an instructional plan. True False

4. What is meant by "free" education?

a special EY workshop on the individualized education program Part I:

the who, where and what of IEP's

By Tom Lovitt

The enactment of Public Law 94-142 has stimulated considerable activity. Books have been written, and workshops organized, in attempts to explain this legislation. The activity is not without cause, for the new law—also known as The Education for All Handicapped Children Act—is indeed complex.

As welcome as the legislation may be, many teachers and school administrators are deeply concerned about implementing the act. They are, for example, uneasy about setting up procedures which guarantee the many rights of parents and anxious about locating tests which are nondiscriminatory. However, the provision which has probably caused the most apprehension is the one which calls for the maintenance of an Individualized Education Program (IEP) for each handicapped child.

But why be apprehensive? Haven't we all known for years that individualized teaching was the way to go? Haven't we been told that children are unique and that, therefore, programs should be "fitted to their needs" so they can perform "at their own pace"? Such bromides about individualized education have been the bases for countless books and workshops, and have been bandied about the colleges of education for generations. So what's the problem?

Well, part of the problem is that although there's been a lot of talk about individualized instruction, few teachers have been able to bring it off. Because of the numbers of children in their classes, or the lack of varied materials, or whatever reason, most teachers have not programmed individually for their youngsters.

To complicate matters, individualization IEP-style goes far beyond what most teachers think of as constituting individualized instruction. It's not simply assigning children to one group or another for reading or math instruction. Nor is it just anticipating that certain children will accomplish a great deal; others, not as much; and still others, nothing at all.

Under the IEP concept of individualized instruction teachers (and others who design programs for children) must explain in writing the many details of their educational plans. Among other things, they must describe what will be taught and by whom, where instruction will take place and for how long. Furthermore, those plans must be measurable and they must be designed by a group of individuals, many of whom are specialists.

Little wonder then that so much anxiety and confusion exits over IEP's. Not only have most of us managed to avoid specifying individual objectives, but when we did state goals, they defied measurement. What's more, when we wrote down those few nebulous aims, they were invariably our own creations; rarely did we seek the assistance of other professionals or parents.

The intent of this series of workshop articles is to explain the features of IEP's to the extent that teachers and others can develop and implement them in their classrooms. In this first article we'll take a look at some of the who's, where's and what's of IEP's. In subsequent articles, we'll outline the referral process and develop a sample IEP.

Who and Where. In an effort to guarantee that various approaches will be used to assess handicapped youngsters, one of the provisions of 94-142 is that children will be evaluated by a Child Study Team (CST). Depending on the type and extent of the handicap, a CST would include some of the following professionals: regular and special ed teachers, vision and hearing specialists, school psychologist, communication disorder specialist, physician and social worker.

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Following an evaluation, the CST holds a planning conference. The purposes of this meeting are to develop an appropriate IEP and determine where the child should be educated. Each school must insure that the following participants are included in the planning conference: a representative of the local educational agency, other than the child's teacher; the child's teacher, or teachers, who have a direct responsibility for implementing the program; the child's parent(s); the child, when appropriate; and other individuals at the discretion of the parent or the school district.

Based on the evaluation of the CST and the recommendation of the planning committee, a placement for the child is suggested. According to 94-142, the child must be assigned to a facility that is "least restrictive" and the rationale for such a placement must be explained. The following are some of the placement options, ranging from least to most restrictive:

- Regular class with supportive services. The child is assigned to a regular classroom. Special ed and/or other personnel assist the teacher with advice about methods or materials. The child does not receive direct instruction from the support personnel.
- Regular class with support instruction. The child is assigned to a regular classroom and receives some direct instruction in the classroom from a special ed teacher or other specialist.
- Regular class with resource-room instruction. The child is assigned to a regular classroom, but receives some instruction in another location from a specialist.
- Separate class, part-time, regular school. The child is assigned primarily to a special ed classroom, but receives some instruction in a regular classroom. This particular placement is possible only when the school has both kinds of classroom.
- Separate class, full-time, regular school. The child is not integrated in a regular class, but spends full-time in a special ed classroom. Here, too, the school must have both regular and special ed classrooms.
- Special class, part-time, separate facility. The child is assigned to a special class in a separate school on a part-time basis. All of the children in this facility are handicapped. The child receives some instruction, however, in a facility which has classes for regular and special students.
- Special class, full-time, separate facility. The child receives all of his education in a school for special children.
- Homebound. The child receives an educational program in the home from special ed teachers or other specialists.

The wide range of placement options provided by P.L. 94-142 should be reassuring to regular teachers. As you can see, handicapped children are not going to be arbitrarily assigned to regular classrooms, regardless of the nature or extent of their handicaps. However, there's another reason for listing the various placement options here: The conditions of the child's placement figure prominently in the writing of the IEP.

What Is an IEP? In order to develop an appropriate IEP, the CST and others who participated in the planning conference must respond in writing to the following nine components which relate to the handicapped child's program:

1. Statement of current educational level. A report must be written which describes present levels of educational performance. This includes information on the child's academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills.

2. Statement of goals. Written descriptions must be included of the goals to be achieved by the end of the school year under the child's IEP. These goals should be written in terms of the student and should specify clearly the desired behavior. For example, an appropriate goal would be: "The student will increase his reading comprehension skills."

3. Statement of objectives. Written statements must be provided of the short term instructional objectives; in other words, the measurable intermediate steps between the present level of educational performance and the annual goals. The objectives should include the following conditions: descriptive, conditional, evaluative and temporal. An example of an objective might be: "The student will be able to answer, in writing, the comprehension questions which follow stories in *Reading for Concepts*, Book B, with at least an 80 percent accuracy by the end of the quarter."

4. Statement of services. This statement describes specifically the educational services needed by the child. These must be determined without regard to the availability of those services. The statement must include a description of: (a) all special education and related services that are needed to meet the unique needs of the child, including the type of physical education program in which the child will participate; (b) any special instructional media and materials that are needed.

5. Dates of services. Statements must be included about the dates special services will begin and the length of time they'll be in effect. Beginning and ending dates will be entered for each service the child will receive. If he is to be provided assistance from a special ed teacher, a regular teacher and a communication disorders specialist, three sets of dates must be entered in the IEP.

6. Time in regular programs. Information must be furnished which details the extent to which a child will participate in regular education programs. Some children will be integrated in regular classes for only a few activities: for example, music, art and physical education.

7. Justification of placement. A written statement must accompany the IEP which supports the type of educational placement recommended for the child. School personnel, of course, must make every effort to educate handicapped youngsters with children who are not handicapped. Handicapped children should be placed in special classes, separate schools, or otherwise removed from their normal peers only when the nature or severity of the handicap is such that education in regular classes with the use of special aids and services cannot be achieved satisfactorily.

8. Responsible individuals. A list must be furnished of the names of individuals who are responsible for implementing the IEP. For some children, this list will contain only one or two names. For other children, several professionals will be included: special and regular teachers, communication disorders specialist, vision specialist and so on.

9. Evaluation plan. The IEP must include statements about the objective criteria, evaluation procedures and schedules for determining whether the short term instructional objectives are being achieved. The objectives must be evaluated at least once a year. For example, if the objective was to increase a child's ability to comprehend, he might be required to answer in writing, each day, the questions following a story from a specific book. His answers would then be checked against a key. This information, along with other facts provided earlier in our example of an objective, would inform the reader about the criteria, procedures and schedule for evaluating the attainment of objectives.

Hopefully, this brief description of the who, where and what of IEP's will help ease your apprehensions over this provision of P.L. 94-142. Writing an acceptable IEP isn't the easiest thing you've ever done, of course, but at the same time there's nothing in an IEP that need scare any teacher.

In a subsequent issue, we will detail the steps which are followed before a child receives special instruction—from the time he becomes a focus of concern to the implementation of an IEP. We'll also show how an IEP might be developed by providing pertinent data on a special child and using that information to design a plan.

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Self-Quiz #8

1. List the nine components which are included in an IEP.

   a)

   b)

   c)

   d)

   e)

   f)

   g)

   h)

   i)

2. Who should attend the IEP conference?

   a)

   b)

   c)

   d)

   e)

The Educational Least Restrictive Alternative

Alan Abeson

Handicapped American Children and adults view the 1970's as a decade of appropriate decision making. Recognition of the human and civil rights of this minority group has occurred through official policy declaration by all branches and at all levels of government. And at least as important has been the beginning of an awareness, understanding and activism by the general public in translating these rights into reality.

The breadth of life activities in which progress has been made, at least in policy, is extensive. Among these are education, marriage, voting, transportation, employment, housing, and, in situations where the handicapped necessarily reside in public residential facilities, the right to treatment. Governing the participation of handicapped persons in these and other activities are two well established legal principles—due process of law and the least restrictive alternative.

It is the purpose of due process to insure that decisions about the provision, restriction or deprivation of publicly sponsored participatory opportunities for handicapped persons are made in a fair and rational manner. Adherence to due process procedures means essentially that individuals will be advised in advance about proposed decisions and the accompanying justifications, will be informed as to steps required for accepting or rejecting such decisions, will be provided an opportunity for review of decisions at a due process hearing, and if necessary judical review.

The second principle and the subject of this paper is the least restrictive alternative. While due process governs the manner in which decisions will be made, the least restrictive principle mandates the placement progression that must be considered in the provision of programs to individual handicapped persons. While recognition of this principle as generally applied to the handicapped is rather recent, it is also rather specific when considered in relation to the right of all handicapped children to a free appropriate public education.

The Policy Mandates

Initially, official recognition of the principle of least restrictive alternative in education occurred in the consent decree in *PARC v. Commonwealth of Pennsylvania*[1] and the order in *Mills v. District of Columbia.*[2] Many subsequent judicial actions, as well as state law and regulation, contained the same requirement.

Perhaps the capstone in official articulation of the principle in education came from the United States Congress as a major requirement of Public Law 94-142, the Education for All Handicapped Children Act of 1975.[3] Section 612(5)(B) mandates that in order for states to be eligible for participation in the benefits of the Act, they must establish "procedures to assure that to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. . . ."

Further official support for this requirement came on April 28, 1977, when Secretary Joseph Califano of the United States Department of Health, Education, and Welfare, signed regulations into force for implementation of Section 504 of the Vocational Rehabilitation Act of 1973,[4] which prohibits discrimination against the handicapped ". . . in any program or activity receiving Federal financial assistance." Contained within the portion of the regulation dealing with preschool, elementary and secondary education is the requirement that recipients of Federal funds". . .shall educate, or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily."[5]

Least Restictive Alternative and Mainstreaming

Application of these policy directives to public education systems has often been misinterpreted. Frequently,

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the least restrictive alternative has been described as mainstreaming, which has further been described to mean a multitude of program principles. While the least restrictive alternative principle applies to *all* handicapped children, mainstreaming is usually limited to the mildly handicapped—the educable mentally retarded, the mildly emotionally disturbed and the learning disabled. Thus, children possessing other handicaps but who could participate in some activities with non-handicapped children are denied such opportunities because of this limiting definition of mainstreaming. Least restrictive alternative extends the mainstreaming concept to all handicapped children, regardless of their label and presumed severity.

Another misinterpretation of mainstreaming is that all handicapped children will be placed in programs with non-handicapped children for their entire school career. At the same time, it is wrongly alleged that special education programs as they exist today will be totally eliminated, and that in the past all handicapped children have been inappropriately placed in special education programs. The final inappropriate concept applied to this line of thinking is to exaggerate the severity of the handicaps of the children who will be entering the "regular program." For example, Albert Shanker, President of the American Federation of Teachers, in a column about PL 94-142 in the *New York Times*,[5] included in a list of "the handicaps we are talking about. . .hydrocephalic children who were born with holes in their hearts who turn blue periodically and have water on the brain and tubes in their heads which drain off the excess water.'"

This form of misinterpretation begins with the erroneous assumption/belief that all handicapped children are the same and possess the same educational needs; therefore, all children should be in either special or regular education. It assumes a sameness which is not common to any group of humans for any purpose. For instance, it suggests that if there are two children who are described as, for example, emotionally disturbed, then the educational program that both need would be precisely the same.

First and foremost in correcting this set of misassumptions is the understanding that each handicapped child, like every other child is unique. This uniqueness, again, as with all children, exists in school ability, personality, physical prowess and motivation. Consequently, to assume that common decisions can be made about the educational placement of all handicapped children in any educational setting is simply incorrect. What must be recognized and is at the heart of applying the least restrictive alternative to education, is that different children have different educational strengths and weaknesses which dictate the need for different education programs. Ultimately, these differences must for educational purposes be determined individually, child by child. It is from such evaluations that individual programs can be designed that are appropriate for each child.

A key element in the program design sequence is the determination of the educational placement in which the appropriate program for each child can be provided. Thus, some handicapped children will, in order to receive an appropriate education, need a program in a special class setting. Others will need a combination of a part time special class/regular class program. And still others will require other settings.

Providing more or less intensity in special education programming for handicapped children through the use of various special education placement alternatives is not new. Many years ago "integration" as an educational objective was applied to the mentally retarded in terms of reducing the time spent in special classes by integration into selected elements of the regular education program. An early and significant description of the range of program placements available for handicapped children was called the "cascade system."[7] The "cascade" contained nine educational placement alternatives beginning with a regular classroom in a regular school, which, as the least restrictive alternative, is the desired setting for the majority of children. Progression through the remaining more restrictive settings, where gradually smaller numbers of children are placed, is determined by the increasing severity of children's handicaps and the consequent need for greater amounts of instructional and support resources. The most extreme setting and most restrictive in the cascade, where the fewest number of children will be served, is the hospital.

As an example of the relationship between the child's learning needs and placement progression, a child who possesses a mild visual handicap may need corrective glasses which, when provided, enables him/her to participate as a non-handicapped child in a regular education program. Another child with a visual handicap of such severity that reading cannot occur without instruction in braille, requires the services of an itinerant teacher who periodically takes the child from the regular classroom to provide instruction in the use of braille. Finally, a child with a congenital visual problem may require surgery and long term hospitalization, in which case his total education must be brought to his bedside and tailored to his unique educational needs.

Any child, handicapped or not who is placed in a regular classroom for public education is by definition located in the least restrictive alternative. Chambers (1976)[3] says this reflects "the apple pie premise that people should in general be free to live as they please." He further says that if the "apple pie premise is accepted then the principle of the least restrictive alternative easily follows; that is, when government does have a legitimate communal interest to serve by regulating human conduct [in this case education] it should use methods that curtail individual freedom to no greater extent than is essential for securing that interest." Consequently, as the educational placement of children progresses away from the regular class, the amount of restrictiveness—the deprivation of individual freedom—increases.

It is the intent of the least restrictive principle that no child be removed any farther from the least restrictive setting than is necessary for educational purposes. In a lawsuit specifically dealing with this issue,[9] Judge K.K. Hall ruled on the basis of Section 504 that "to deny to a handicapped child access to a regular public school classroom in receipt of Federal financial assistance without compelling educational justification constitutes discrimination and a denial of the benefits of such program in violation of the statute."

One final misassumption about the educational placement of handicapped children must be recognized. Placement determinations about handicapped children are not intractable. Critics often allege that once a handicapped child is placed in a program with non-handicapped children, the placement is permanent and forever. Such a belief is not only incorrect with regard to providing handicapped children regular education, but also in providing these children with special education. All children change and as they change may need the benefits of both special and/or regular education. Consequently, educators must understand that appropriate implementation of the least restrictive alternative requires continuous evaluation of handicapped children to assure that as their educational needs change, the children will be provided with programs that may be at a point in time, more or less restrictive.

While the "cascade" represents the usual mode of thinking about the least restrictive alternative, it is itself restrictive. What must be emphasized is that while nine program options are presented, there is in reality an unlimited number of programs needed, if the presumption is that each child who is handicapped possesses unique educational needs and will receive an appropriate education in the least restrictive setting. To assume that all handicapped children will "fit" into those nine options is as faulty as assuming any two children are the same. Educators must conceptualize providing or arranging for the provision of programs that recognize and deal with individual children's needs on the basis of those needs rather than on the basis of rigidly determined program settings.

Congress specifically recognized all of the principles described above in Public Law 94-142. Specifically, the Act requires the provision of a free, appropriate public education for every American handicapped child. Each child must be provided with non-discriminatory evaluation and full rights of due process of law in all placement decisions. Additionally, the Act requires that each child be educated in conformity with an individualized education program which is the basis for determining if the standard of appropriateness is met. Among the requirements of the individualized education program is that it contain "a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs."[10] This provision is coupled with the additional significant requirement that the individualized education program contain "appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."[11]

That individual handicapped children can learn in the least restrictive educational setting in which their individually determined program is provided is clear. That these children who are placed in alternative settings on the basis of educational need and capability can effectively be taught by their teachers is also apparent. Of key importance, however, is that to prematurely place handicapped children in less restrictive programs prior to their readiness is a disservice to the child and the teacher. Finally, implementation of the least restrictive principle in education means not only that handicapped children will receive learning oportunities consistent with their need, but that all students and adults involved in schools will have as the result of relationships with these children an opportunity to enrich their educational experiences.

Footnotes

1. *Pennsylvania Association for Retarded Children v. Pennsylvania*, 343 F. Supp. 279 (E.D. Pa. 1972).
2. *Mills v. Board of Education of the District of Columbia*, 348 F. Supp. 866 (D. D.C. 1972).
3. The Education for All Handicapped Children Act, Public Law No. 94-142, 20 U.S.C. 1401, et. seq.
4. The Rehabilitation Act of 1973, 29 U.S.C. 794.
5. *Id.* at Section 84.34(a).
6. Shanker, Albert. "Where We Stand," *New York Times*, March 20, 1977.
7. Reynolds, Maynard, "A Framework for Considering Some Issues in Special Education," *28 Exceptional Children*, 1962.
8. Chambers, David. "The Principle of the Least Restrictive Alternative: The Constitutional Issues," *The Mentally Retarded Citizen and the Law*, NY: The Free Press, 1976, p. 486.
9. *Hairston v. Drosick*, No. 75-0691 CN (S.D.W. Va.)
10. PL 94-142, Section 4 (19) (C).
11. *Id.* at Section 4 (19)(E).

Self-Quiz #9

1. Place the following types of educational placements in a hierarchy (from most preferable to least) as outlined by the 'cascade' model of least restrictive alternatives:

    ____institutional classroom

    ____regular classroom

    ____all-day special classroom in self-contained school

    ____regular classroom plus resource room

    ____all-day special classroom in public school

2. Describe how your school district is currently attempting to implement the concept of "least restrictive alternative."

H. Rutherford Turnbull III

The Past and Future Impact of Court Decisions in Special Education

Recent court decisions have had a profound effect on legislation for special education. But the central issues today have to do with finance and teacher training. Will there be money to make the new laws and court rulings meaningful? Will we be able to prepare teachers to act positively on the new rights of the handicapped?

The impact of court decisions on special education has been and will continue to be massive. Simply consider five principles of special education law that those decisions have established:

1. *Zero reject* – no handicapped child may be excluded from a free appropriate public education.
2. *Nondiscriminatory evaluation* – every handicapped child must be fairly assessed so that he may be properly placed and served in the public schools.
3. *Appropriate education* – every handicapped child must be given an education that is meaningful to him, taking his handicaps into account.
4. *Least restrictive placement* – a handicapped child may not be segregated inappropriately from his nonhandicapped schoolmates.
5. *Procedural due process* – each handicapped child has the right to protest a school's decisions about his education.

In the following discussion I will review briefly the decisions that have established these principles, demonstrate how they have affected federal legislation, and suggest some of the future litigation the courts will face in the advancement of each principle.

Zero Reject

Case law: Relying on the U.S. Supreme Court's decision in *Brown* v. *Board of Education* that when a state has undertaken to provide public education it must make education available to all students on equal terms, representatives of handicapped children have asserted that they have been denied equal protection when 1) some handicapped children have been excluded from school while others have been included and 2) some handicapped children have been excluded while all *non*handicapped children have been included. They have claimed that the remedy in both situations is to include all handicapped children in a system of public education.

Not surprisingly, the courts have been highly responsive. In the frontier-breaking cases, *Pennsylvania Association for Retarded Children* v. *Commonwealth* and *Mills* v. *D.C. Board of Education*, federal district courts ordered that the public schools of those jurisdictions must furnish a free appropriate education to all handicapped children. With only a few exceptions,[1] federal and state courts have continued to order the public schools to follow the principle of zero reject.

That principle means more, however, than simply that handicapped children have a right to be admitted to the schoolhouse. One of its logical extensions is that handicapped children have a right to an appropriate education, one suited to their conditions and needs.[2] Other logical extensions result in decisions that an appropriate education consists of timely and sufficient evaluations of handicapped children, individual programs, and review of those programs[3] and in court orders that programs must be intended and likely to benefit a child.[4] Still another extension of the zero-reject rule comes from cases holding that the education given to handicapped children must be free to them, since education is provided free to nonhandicapped children.[5] And a final extension of the principle grants the right of handicapped children to be transported to appropriate public school programs.[6]

Claims have been made (but not yet adjudicated) that tuition subsidies are required for private school or technical institute education when appropriate public programs are not available,[7] and issues have been raised (but also not yet adjudicated) whether programs for handicapped children must be equal in quality to those for nonhandicapped children.[8]

Federal legislation: Both P.L. 94-142, the Education for All Handicapped Children Act, and Section 504 of the Rehabilitation Act of 1973 assure handicapped children that they may not be excluded from federally funded school programs. Among other things, these statutes 1) require schools to plan to serve all handicapped children, adopt policies that serve all handicapped children, and conduct searches to locate all handicapped children; 2) apply not only to public schools but also to other public agencies that provide education to handicapped children (e.g., mental health, human resources, corrections, and youth training agencies) and to private schools into whose programs handicapped children are placed by public schools; 3) require schools to give handicapped children an appropriate education; 4) require schools to hire handicapped persons to help operate federally funded programs of special education; 5) place responsibility on a single state agency for assuring that all state and local agencies comply with these acts; and 6) forbid architectural barriers in school facilities.

Looking to the future: Predictably, the zero-reject principle will involve courts in deciding issues surrounding

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1) claims of handicapped children to have early intervention or compensatory or extended-school programs; to participate in vocational education programs and extracurricular or other nonclassroom activities, and to be granted access to school health, counseling, and job- and college-placement programs; 2) the effect on handicapped children of laws requiring competency testing and prohibiting a student from being graduated unless he has satisfied certain minimum standards; 3) claims of handicapped persons to barrier-free facilities; 4) issues surrounding the schools' duties to furnish handicapped children with special equipment, translators, or other related services;[9] 5) the extent to which handicapped students in private schools must be given a "genuine opportunity" to participate in public school programs or to receive tuition or other assistance (e.g., loan of equipment) from public schools; and 6) ultimately, the extent to which the interests of handicapped children to a free appropriate public education require nonhandicapped students and "regular" school programs to be inconvenienced or burdened so that handicapped students' claims may be satisfied – a "competing equities" issue.

Nondiscriminatory Evaluation

Case law: The Fifth and Fourteenth Amendments are the bulwarks that safeguard children against certain types of educational evaluations and resulting classifications. These amendments provide that a person may not be denied liberty or property except by due process of law. Denying an appropriate education, it is argued, is tantamount to denying a person an opportunity to acquire property. Thus, if children are classified as handicapped when in fact they are not, or if they are inaccurately classified, they are denied an opportunity to an appropriate education.[10] It follows, it is argued, that a due process violation occurs when pupils are misclassified, because invalid criteria have been used to determine which "track" they will follow in school. Moreover, when evaluation or test results are the primary basis for assigning a disproportionate number of minority students to special education programs, there is a risk of perpetuating or reestablishing dual systems of education based on race. Nor are these the only criticisms of evaluations.[11]

In responding to claims that children have been unconstitutionally misclassified and segregated as a result of evaluation procedures, courts have ordered an almost wholesale change in school psychology practices. They have accepted the argument that intelligence tests bear a scant relationship to intelligence if they are administered in a language that is not the child's native language or in a culture with which he is unfamiliar. In one case a court ordered that IQ tests may no longer be used for placement purposes.[12] Other courts have forbidden schools to use tests that do not properly account for the cultural background of the children tested[13] and from placing minority students in classes for the educable mentally retarded on the basis of tests that rely primarily on intelligence testing if the result of the placement is to create racial imbalance in those classes. They have ordered testing and retesting in the children's native language[14] and placement decisions that take into account children's socioeconomic backgrounds, social adaptation, and adaptive abilities.[15] And they have required schools to justify their reliance on tests that cause disproportionate racial imbalance in special education classes.[16]

Federal legislation: Like the courts, Congress has taken into account the fact that a school's failure to detect a child's handicaps or to assess him adequately can result in his being denied an appropriate education. Accordingly, it has required that procedures for classifying children be selected and administered so as not to discriminate on the basis of race or culture, that no single procedure may be the sole criterion for placement decisions, and that tests generally must be administered in the child's native language or method of communication.[17]

Regulations add requirements that tests be validated for the specific purpose for which they are used; be administered by trained personnel in conformance with the producer's instructions; be designed to assess specific areas of educational need (not just general intelligence quotients); be administered so as not to discriminate on account of a child's impaired sensory, manual, or speaking skills; be administered by a multidisciplinary evaluation team; and take into account all areas related to the child's disability, including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities, where appropriate. Schools also must draw on information from aptitude and achievement tests and teacher recommendations and take into account the child's social and cultural background and adaptive behavior;[18] document the sources of this information and carefully consider it;[19] reevaluate a child every three years or more often if conditions warrant;[20] and not count as handicapped (for purposes of receiving money under P.L. 94-142) more than 12% of all the children in a district, of whom only one-sixth (or 2%) may be counted as "specific learning disabilities" children.[21]

Looking to the future. Laws aimed at eliminating bias in evaluation and placement procedures are particularly fertile grounds for future litigation. Given the relative paucity of evaluation procedures that are validated so as not to discriminate against all the racial and cultural minorities that comprise the nation's school districts and the almost total absence of tests that have been validated for the specific purpose for which they are used, it is safe to assume that the tests themselves will come under attack in court and that collateral battles will be fought over how they are administered and interpreted.[22] The norming of some adaptive behavior tests on institutional populations makes

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"I don't think my pop will be able to handle the metric system. He's still working on the new math."

those tests, too, amenable to challenge. If the producer of a test represents that it has been validated for a specific purpose and the validation later is shown to be wanting, attempts will be made to hold the producer liable along with any user of the test. Finally, placement decisions that continue to depend heavily on "soft" data (such as teacher recommendations and assessments that take into account cultural background and adaptive behavior) seem likely to be challenged.

Appropriate Education

Case law: The handicapped child's right to an appropriate education led the courts to hold that alternatives to "regular" education placement (placement in special self-contained classes, homebound instruction, instruction of children who are residents of institutions, and placement in private programs at public expense) must be furnished to handicapped children.[22]

A new line of appropriate education cases is heralded by one alleging that handicapped children are not given an appropriate education where the separate programs in which they are enrolled experience a decrease in the number of teachers and other staff and where an exception to mandatory class size rules is made.[23] This case proceeds on at least these theories: An appropriate education depends on a minimum staff-to-student ratio, and handicapped children are denied an appropriate education when they, but not nonhandicapped children, suffer from decreased staff and increased class size.

Another route for attacking inappropriate placement may be the so-called education "malpractice" cases, typified by the decision of the Illinois Court of Appeals that a local school board could be sued where a student with learning disabilities alleged that his placement in a regular education program forced him to compete with students who were not learning disabled, as a result of which he sustained severe and permanent emotional and psychic injury requiring hospitalization and treatment for his injuries.[24]

Federal legislation: The principal method under P.L. 94-142 for furnishing an appropriate education to a handicapped child is the Individualized Education Program (IEP). The IEP is a statement developed by a group of persons, including the child's parents and the child himself when appropriate, to identify the child's present levels of educational performance, short- and long-term objectives for him, and the special and regular educational services he is to receive, when he should receive them, and for how long.

Preliminary regulations implementing P.L. 94-142 required the IEP to state the child's need for specific educational services, determined without regard to the availability of those services. The final regulations do not require the need for services to be determined "without regard to [their] availability." The Department of Health, Education, and Welfare, acting through the Bureau for the Education and Training of Handicapped Children, cautions, however, that the omission of those key words does not mean that a school must provide only the available services. Instead, the department construes the IEP requirement, the intent of P.L. 94-142 (a free appropriate public education), and the effect of Section 504 and its regulations to mean that the school must provide each handicapped child with all the services he needs, not just available ones.[25]

The IEP is not the only method for determining what constitutes an appropriate education. A second looks to the process for dealing with a handicapped child. Is he provided with a free (publicly paid for) education? Has he been fairly evaluated? Is he in the restrictive placement appropriate to him? Has he been assured of due process safeguards? Have his parents been given full opportunities to participate in decisions affecting his education?

A third method is suggested by the Section 504 regulations. They require a school to provide the child with special education and related aids and services designed to meet his educational needs as adequately as the needs of nonhandicapped children are met. This special education must be based on the least restrictive placement principle, it must consist of preplacement evaluation and nondiscriminatory testing, it must provide for annual reevaluation of the student's special education placement, and it must assure him of procedural safeguards.

"Laws aimed at eliminating bias in evaluation and placement procedures are particularly fertile grounds for future litigation."

Looking forward: Although the regulations under P.L. 94-142 make it clear that no school employee is to be held liable for the child's failure to achieve the progress that his IEP projects for him, it is certain that liability will be at issue if school personnel 1) fail to furnish a handicapped child with an IEP, do not require the IEP to be developed by the required group of persons, or make no good faith efforts to involve the child's parents; 2) exclude a handicapped child from the IEP conference when he could contribute to the development of his IEP; 3) write IEPs that assure only minimum projections of short-term goals and long-term objectives; or 4) fail to furnish or do not make good faith efforts to secure all the services necessary for the child to receive an appropriate education.

The equivalency standards under Section 504 regulations make it likely that litigation will center on placement of handicapped children in special education programs that are understaffed in comparison to regular education programs, instruction by uncertified or otherwise unqualified teachers, and the absence of appropriate materials and equipment (e.g., Braille books or hearing aids).

Least Restrictive Placement

Case law: Just as misclassification and denial of appropriate education have resulted in a form of exclusion of handicapped children from an education, so too did unnecessary placement in self-contained or segregated special education programs. In each of these three circumstances handicapped children were denied opportunity to receive an education – they were functionally excluded.

In *PARC*, *LeBanks* v. *Spears*, and *Maryland Association for Retarded Children* v. *Maryland* there was ample evidence of misclassification with resulting inappropriate placement, denial of meaningful educational opportunities, and general inadequacy of special education programs (inadequate financing, programs, personnel, and facilities). To overcome these deficits, one of the more effective remedies – effective because it could be implemented almost immediately and was supported by sound educational research and theory – was for a court to require that, as a rule, whenever a handicapped student is to be placed, he is to be included in a regular program in preference to a special program and that he is to be educated in the regular school environment rather than in the special school. The principle of "least restrictive placement" does not necessarily apply, however, if a state statute authorizes a state school superintendent to place children in private or out-of-state programs if appropriate public local programs do not exist.[26] On the other hand, a pending case challenges practices of placing socially maladjusted and emotionally disturbed children in programs that segregate by sex and race; the challenge relies on equal protection grounds and raises issues of least restrictive placement.[27]

Federal legislation: Having found that handicapped children have been inappropriately educated, denied the opportunity to be educated with their peers, and not given adequate services in the school, Congress followed the courts' preference for least restrictive placement by requiring schools to develop procedures to assure that, to the maximum extent appropriate, a handicapped child will be educated with nonhandicapped children and will not be removed from regular education programs and placed in special classes, separate schools, or other separate activities unless the nature or severity of the child's handicap is such that his education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

> "Procedural due process — the right to protest and challenge school decisions — is a necessary prerequisite to putting [the handicapped child's] other claims into effect."

The least restrictive placement regulations make it clear that "appropriate" is determined by the child's needs and IEP; that placement usually should be in the same school the child would attend if he were not handicapped; that, if his placement with nonhandicapped children in the regular classroom significantly impairs their education, the placement is not appropriate for the handicapped child; that a handicapped child should be given a chance to participate in nonacademic and extracurricular services and activities; that a child placed in a private school retains his rights to placement in the least restrictive setting; that the burden is on the school to justify the child's placement outside regular programs, including nonacademic programs and services; that schools that are identifiable as being for handicapped students must be comparable to the school district's other facilities, services, and activities; that a handicapped child ordinarily should be placed as close to his home as possible; and that an orthopedically handicapped child may not be placed in a classroom or school that is "primarily" for other handicapped children (such a placement violates not only the least restrictive placement rules but is unnecessary if the school district complies with the requirements to remove architectural barriers).

Looking to the future: One case already has successfully challenged the nonmainstream placement of handicapped children on the ground that placement in self-contained classes isolates the children from nonhandicapped pupils and fails to meet their educational needs.[28] Another raises the same claims of deprivation of appropriate education because of nonmainstream placement.[29] Both rely not only on the constitutional claims of functional exclusion but also on P.L. 94-142, Section 504, and the respective regulations.

It seems clear that the broad-based challenges to self-contained special education (i.e., programs that are not in the mainstream or do not meet every aspect of least restrictive placement) inevitably will have to answer those parents and educators who remain unconvinced of the educational value of the principle, who can adduce research and expert testimony to indicate that placement in the least restrictive program is not an automatic assurance of an appropriate education, and who assert that the least restrictive placement principle hinges on what is most enhancing or most habilitating for the handicapped person, not what is closest to "normal."

The risk is great that judicial and administrative interpretations of the principle will not depend on two indispensable factors: 1) The principle has its recent history in the massive denial of an adequate education for the many handicapped children who were placed in self-contained and separate programs (a history that is not necessarily doomed to be repeated, given the other rights and access to resources that handicapped children have under case and statutory law); and 2) the principle is best understood and applied in terms of what is appropriate for the child himself where "appropriate" is defined not only by the IEP content but also by concepts of enhancement: What is enhancing is sometimes necessarily more restrictive than "normal" (e.g., a classroom for seriously emotionally disturbed children or severely retarded children may be highly "restrictive" and separated from "regular" programs but also highly enhancing of their abilities to learn). The future issue, then, is whether courts and agencies will apply the least restrictive principle by taking into account the relative "richness" or "poverty" of educational services in separate programs and the likelihood that such programs will be more enhancing for the handicapped child than not.

Procedural Due Process

Case law: The handicapped child's claims to zero-reject, nondiscriminatory evaluation, appropriate education, and least restrictive/most enhancing placement have only a hollow ring unless he has a right to challenge school decisions that affect these claims. Procedural due process — the right to protest and challenge school decisions — is a necessary prerequisite to putting his other claims into effect. That is the ultimate lesson to be learned from *PARC*, *Mills*, *LeBanks*, and *MARC*: A handicapped child and his parents have the right to be notified in advance before the school takes or refuses to take action with respect to his other educational claims: a right to be heard by an impartial tribunal, a right to have his case presented by counsel and expert witnesses, a right to confront and cross-examine witnesses, a right of access to school records that are the basis for the school decision that he challenges, a right to have the tribunal's decision based on the evidence presented, and a right to appeal. He also is entitled to challenge the contents of school records so that incorrect decisions will not be based on incorrect, outdated, or irrelevant information in them.

Federal legislation: The procedural (due process) safeguards of P.L. 94-142 and Section 504 mirror almost exactly the right-to-education cases. These safeguards include access to school records; independent evaluations; surrogate parents or other means of representation if a child's parents are unknown or unavailable or he is a ward of the state; prior notice before a school proposes or refuses to initiate or change the child's identification, evaluation, placement, or provision of a free appropriate public education; an opportunity for a hearing before an impartial hearing officer; and the right to be assisted by counsel and expert witnesses, present evidence, cross-examine witnesses, subpoena witnesses, make oral or written argument, receive a copy of the officer's decision, and appeal.

Looking to the future: It is important that the schools themselves may call for a due process hearing when the child's representatives object to or decline to give necessary consent for proposed school action (such as initial evaluation). Educators thus are given a technique that will enable them to do what they believe they should do and what the laws require them to do: provide a handicapped child with a free appropriate public education. The history of school-parent confrontations in special education has been written by reason of parent initiative; it is not at all likely, however, that this history will repeat itself. School-initiated due process hearings could become the order of the future.

Conclusion

Court decisions have had a profound effect on special education practices and special education legislation. That they will continue to do so is beyond cavil. The central issues in special education, however, are not able to be resolved by litigation alone. This is because those issues are 1) the willingness of federal, state, and local funding sources to put money into special education so that constitutional and statutory rights can be made meaningful, and 2) the ability of institutions of higher education to prepare future generations of regular and special educators to know, appreciate, and be able to act positively on the rights of handicapped children. Law reform through the courts and legislatures can only partially satisfy the claims of handicapped children to a free, appropriate public education; political action, appropriations, and adequate preservice training are necessary companions. The extent to which those companions will be forthcoming will determine to a large measure the speed and probability of success of future law reform, whether in court or in legislatures.

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2. *LeBanks v. Spears* 60 F.R.D. 135 (E.D. La. 1973), and 417 F.Supp. 169 (E.D. La. 1976); *Fialkowski v. Shapp*, 405 F. Supp. 946 (E.D. Pa. 1975); and *Wilson v. Redmond*, No. 75-C-383 (N.D. Ill., August 19, 1975).

3. *Allen v. McDonough*, No. 14, 948, Mass. Super. Ct., Suffolk County, consent decree, June 23, 1976, supplemental decree, September 17, 1976.

4. *Frederick L. v. Thomas*, 557 F.2d 373 (3d. Cir. 1977).

5. See *Mills v. D.C. Bd. of Education*, 348 F. Supp. 866 (D.D.C. 1972) and *LeBanks*, fn. 2, on right to compensatory education for time excluded unlawfully, and *Maryland Association for Retarded Children v. Maryland*, Equity No. 100/182/77676 (Cir. Ct., Baltimore County, April 9, 1974) on right to homebound and other out-of-school education.

6. *In re Young*, 377 N.Y.S.2d. 429 (Family Ct., St. Lawrence County, 1975).

7. *Crowder v. Riles*, No. CA000384 (Cal. Super. Ct., Los Angeles County, filed December 20, 1976), and *Gary v. Wayne*, No. CV-176-44 (S.D. Ga., filed May 21, 1976).

8. *Rockafellow v. Brouillet*, No. 787938 (Wash. Super. Ct., King County, stipulations signed September, 1976), and *McWilliams v. New York City Board of Education*, No. 21350-75 (N.Y. Sup. Ct., App. Div., filed January 21, 1976).

9. Sec. 121a.13 of the P.L. 94-142 regulations defines "related services" as transportation and such developmental, corrective, and other supportive services as are necessary to assist a handicapped child to benefit from special education. They include speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities, counseling services, medical services for evaluation purposes, school health services, social work services in schools, and parent counseling and training. See *Barnes v. Converse College*, ___ F.Supp. ___, 46 U.S.L.W. 2045 (August 2, 1977) and *Crawford v. Western Carolina University*, ___ F.Supp. ___ (W.D.N.C., 1977), for cases holding colleges responsible for providing interpreters to otherwise qualified deaf students under 504 regulations comparable to the "related services" regulations under P.L. 94-142.

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12. *Hobson v. Hanson*, 369 F.Supp. 401, 514 (D.D.C. 1967), *aff'd. sub nom. Smuck v. Hobson*, 408 F.2d 1975 (D.C. Cir. 1969).

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15. *LeBanks v. Spears*, fn. 2.

16. *Larry P. v. Riles*, fn. 13.

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18. Reg. Sec. 121a.533.

19. Ibid.

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21. Sec. 611 (a) (5) and Sec. 602 (15).

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24. *Pierce v. Board of Education of City of Chicago*, 358 N.E.2d 67 (Ill. Ct. App. 1976).

25. Letter from Deputy Commissioner Edwin W. Martin, Nov. 17, 1977, cited in *Insight*, December 19, 1977.

26. State ex rel. *Warren v. Nussbaum*, 64 Wisc. 2d 314, 219 N.W. 2d 577 (1974).

27. *McWilliams*, fn. 23.

28. *Mattie T. v. Holladay*, fn. 13.

29. *California Association for Retarded Children v. Riles*, No. 77-0341-ACW (N.D. Cal., filed February 15, 1977). ☐

Self-Quiz #10

1. Define "zero rejection."

2. What are some of the future issues of the 'zero rejection' principle?

   a)

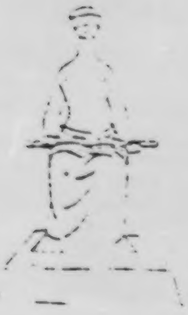
   b)

   c)

   d)

   e)

3. List two cases which have successfully challenged the non-mainstreaming placement of handicapped children.



A Primer on Due Process: Education Decisions for Handicapped Children

ALAN ABESON
NANCY BOLICK
JAYNE HASS

Extensive litigation and legislation have resulted in mandates that state and local education agencies guarantee due process protection to handicapped children in all matters pertaining to their identification, evaluation and educational placement. This article presents excerpts from a new CEC publication which contains an approach to meeting those requirements. The background of due process, sequential procedures required, structure and operation of hearings, the surrogate parent and sample forms are all included in the full publication.

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> *Children's rights cannot be secured until some particular institution has recognized them and assumed responsibility for enforcing them. In the past, adult institutions have not performed this function partly . . . because it was thought children had few rights to secure. Unfortunately, the institutions designed specifically for children also have failed to accomplish this aim, largely because they were established to safeguard interests, not to enforce rights, on the assumption that the former could be done without the latter.* (Rodham, 1973, p. 506)

Exclusion and the Right to an Education

With the conflict between safeguarding interests and assuring individual rights as a backdrop, the rights of children in many areas of American life are being examined and clarified, often through judicial intervention. Nowhere is this examination more intense than in public education. In this decade, questions of "rights" for public school students have been raised in relation to freedom of expression, personal rights such as hair length and dress regulations, marriage and pregnancy, police intervention, corporal punishment, discipline, and confidentiality of records. While all of these have an impact on handicapped children, none is more pervasive than the right to due process which governs decisions regarding identification, evaluation, and educational placement.

Exceptional Children, 1975, 42(2), 68-74.

Much litigation has been concerned with handicapped children seeking affirmation of their right to an education and the protection of due process of law. This wave of litigation is evidence of the way in which public schools in the past often ignored appropriate legal processes in denying these children their rights. The public schools often based such action upon law which was interpreted to give them the right to deny the opportunity of a public education to some children, either on a short term or permanent basis.

Today, it is a matter of public policy that the purpose of the public school is to provide every child with the opportunity for a free, public, and appropriate education. This policy makes it clear that to solve the problems a child is having in school by excluding him is not to solve the problems of the child, but of the school. It is unreasonable for the public schools to expel a child because of a behavioral problem (more popularly known as a discipline problem), an inability to learn, or any handicapping condition. Regardless of the types of exclusion that have been used and regardless of where they have occurred, the common denominator is that such practices have usually occurred with little or no regard for due process of law.

Placement in the Least Restrictive Alternative Educational Setting

Beyond the situation with excluded children is the requirement that handicapped children be placed for educational purposes in the least restrictive alternative setting. Public Law 93-380, the Education Amendment of 1974, focused specifically on this programing thrust by requiring that a state, in order to retain its eligibility to receive federal funds for the education of the handicapped, must develop a plan to be approved by the US Commissioner of Education, that will contain:

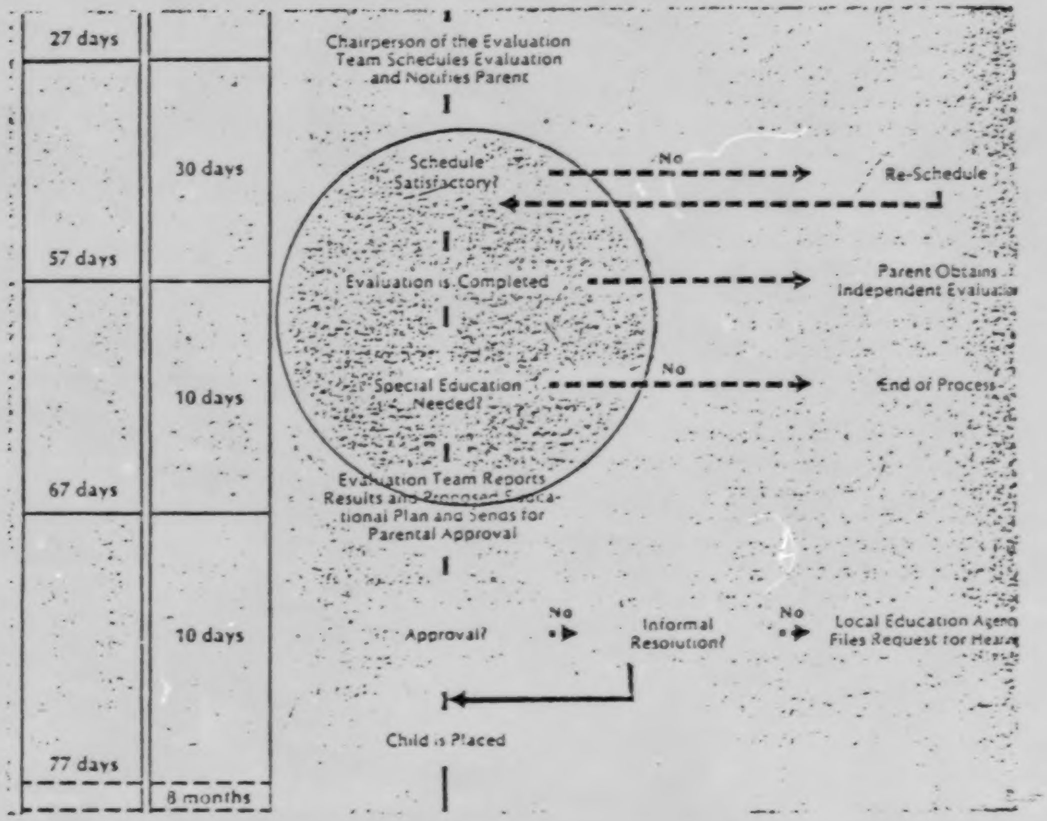
> (B) procedures to insure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Public Law 93-380, Title VIB, Sec. 612(d)(13B))

The relationship between due process and placement in the least restrictive alternative educational setting is extremely close. Due process establishes the procedures that require the schools to consider all program alternatives and to select that setting which is least restrictive. The basis of this entire concept is the existence of a variety of options or program settings that can be used to provide education to handicapped children depending on their individual needs.

Public Law 93-380 mandates the closeness by also requiring the states in their plans to:

(13) provide procedures for insuring that handicapped

children and their parents or guardians are guaranteed procedural safeguards in decisions regarding identification, evaluation and educational placement of handicapped children including, but not limited to (A) (i) prior notice to parents or guardians of the child when the local or State educational agency proposes to change the educational placement of the child, (ii) an opportunity for the parents or guardians to obtain an impartial due process hearing, examine all relevant records with respect to the classification or educational placement of the child, and obtain an independent educational evaluation of the child, (iii) procedures to protect the rights of the child when the parents or guardians are not known, unavailable, or the child is a ward of the State including the assignment of an individual (not to be an employee of the State or local educational agency involved in the education or care of children) to act as a surrogate for the parents or guardians, and (iv) provision to insure that the decisions rendered in the impartial due process hearing required by this paragraph shall be binding on all parties subject only to appropriate administrative or judicial appeal. (Public Law 93-380, Title VIB, Sec. 612(d)(13A))


27 days
57 days
67 days
77 days
30 days
10 days
10 days
8 months
Chairperson of the Evaluation Team Schedules Evaluation and Notifies Parent
Schedule Satisfactory?
No
Re-Schedule
Evaluation is Completed
Parent Obtains Independent Evaluatio
Special Education Needed?
No
End of Process
Evaluation Team Reports Results and Proposed Educational Plan and Sends for Parental Approval
Approval?
No
Informal Resolution?
No
Local Education Agen Files Request for Hear
Child is Placed

Due Process. Procedures, and Sequence

Providing a child with an appropriate education is of equal interest and importance to the child, the family, and the schools. To insure that education, it is imperative that, when initial educational evaluation* and placement decisions or changes in existing placement are being considered, due process protections must be provided to the child, the family, and the schools. All of these parties will benefit from adherence to well developed educational practices and the elements of due process. When appropriate decisions about a child's education are made in a forthright manner, these parties will be in harmony and the challenges inherent in due process need not be involved. Under other less positive circumstances, however, conflict will emerge and require resolution. Hearings conducted by impartial officers serving as designees of the chief state school officer will be convened, not to place blame or determine right or wrong, but to achieve resolution of the conflict and define an appropriate education program for the child. While the procedures presented may appear complex and perhaps circuitous, it must be emphasized that none of the alternative rout[illegible] challenge need be used if all parties agree on the educational needs of the child and the appropriateness of the program proposed by the schools.

A review of judicial orders, existing state and federal legislation, and the work of legal analysts suggests that the following procedures must be provided in order to meet minimum due process standards in identification, evaluation, and educational placement of handicapped children:

1. Written notification before evaluation. In addition, parents always have the right to an interpreter/translator if their primary language is not English.
2. Written notification before change in educational placement.
3. Periodic review of educational placement.
4. Opportunity for an impartial hearing including the right to:
   - Receive timely and specific notice of such hearing.
   - Review all records.
   - Obtain an independent evaluation.
   - Be represented by counsel.
   - Cross examine.
   - Bring witnesses.
   - Present evidence.
   - Receive a complete and accurate record of proceedings.
   - Appeal the decision.
5. Assignment of a surrogate parent for children when:
   - The child's parent or guardian is not known.
   - The child's parents are unavailable.
   - The child is a ward of the state.

Typically, these procedures should be initiated when there is reason to believe that a preschool or school age child is in need of special education services and the child becomes a candidate for individual evaluation procedures including informal assessment or observation and formal testing. Then written permission must be obtained by the local education agency from the parents before the process can begin. This shall also apply when periodic reevaluation is planned.

Prior to the performance of an evaluation the parent shall be provided with both written and oral notices of intent to conduct an evaluation. The written notice shall be in the primary language of the home and in English and will be delivered to the parent during a conference or mailed by certified mail..Oral interpretation shall always be given in the primary language of the home. If the primary language of the home is other than English and a member of the household requests that English also be used, then a second oral interpretation shall be given in English. When necessary, arrangements shall be made to effectuate communication with hearing and visually handicapped parents.

The proposed procedures include a provision that no later than 8 calendar months after a child's educational status has been changed and during each calendar year thereafter, so long as the child continues to receive special services, the local education agency should conduct a review of the child's program to evaluate its effectiveness in meeting the educational needs of the child. At least 5 days prior to each review, the parent should be notified in writing, in the primary language of the home and in English, and orally in the primary language of the home, that the review is scheduled. The notice should also indicate the following information:

1. The date, time, and place of the review.
2. An invitation to the parents to participate in the review.
3. A description of the procedures to be used in the review.
4. A statement that the parents will receive the findings and recommendations of the review team within 10 days after completion of the review.
5. A reiteration of the procedures and rights first encountered at the initial evaluation.

Hearing Procedures and Officers

Public policymakers, whether legislators or judges at both the state and federal level, have made clear that decisions about identifying, evaluating, and placing exceptional children in education programs must be governed by due process safeguards. Implicit in that requirement is that whenever a decision is contested to the point that a hearing is to be convened, the hearing must be conducted in an impartial manner by an impartial hearing officer or a neutral review panel.

Specifying criteria which can be used for the selection of effective hearing officers in all settings is an impossible task. There are, however, a few general rules which can be made. Individuals selected should:

1. Not be involved in the decisions already made about a child regarding identification, evaluation, placement, or review.
2. Possess special knowledge, acquired through training

and/or experience, about the nature and needs of exceptional children. An awareness and understanding of the types and quality of programs that are available at any time for exceptional children is essential.

3. Be sufficiently open minded so that they will not be predisposed toward any decisions that they must make or review. However, they must also be capable of making decisions.
4. Possess the ability to objectively, sensitively, and directly solicit and evaluate both oral and written information that needs to be considered in relation to decision making.
5. Have sufficient strength to effectively structure and operate hearings in conformity with standard requirements and limits and to encourage the participation of the principal parties and their representatives.
6. Be sufficiently free of other obligations to provide sufficient priority to their hearing officer responsibilities. They must be able to meet the required timelines for conducting hearings and reporting written decisions.
7. Be aware that the role of the hearing officer is unique and relatively new, requiring constant evaluation of the processes, their own behavior, and the behavior of all the principals involved for purposes of continuously trying to improve the effectiveness of the hearing process.

The Parent Surrogate

The specific due process procedures of Public Law 93-380 secure a child's right, through representation by his parents or guardian, to the opportunity for full participation in the total educational identification, evaluation, and placement process. The assumption is that the parents or guardians will be available and willing to participate in this decision making process, fully accepting the responsibility of representing the child's best interests.

There are, however, children who lack this kind of personal representation, protective legal doctrines notwithstanding. They are the children whose parents or guardians are unknown or unavailable, or children who are wards of the state. The rights of these children are not safeguarded if they are without an advocate to act for them. Recognizing this, Public Law 93-380 provides for the appointment of a "parent surrogate," i.e., an individual appointed to safeguard a child's rights in the specific instance of educational decision making-identification, evaluation and placement.

The task of locating individuals to act as surrogates could be done by a state level standing board or advisory committee established to advise and work with the state as it delivers services to handicapped children. Members of this type of board are concerned with quality education and generally include parents, teachers, professionals involved with the education and treatment of children with special needs, and other community members who are interested in the education of handicapped children. Such a group has channels of communication open to local professional organizations concerned with the handicapped (Association for Retarded Citizens for example) and to individuals such as parents of handicapped and nonhandicapped children, pediatricians, or attorneys sensitive to the needs of children. These are individuals who may be considered for selection as surrogates. It is recommended that any pool of surrogates not include state or local education employees. Because of their employment, they may be unable to act as impartially as desired. A surrogate must have the child's best interests constantly in mind, and if he is employed by a local or state system concerned with handicapped children, he is placed in the position of serving two masters.

Once the state board has identified persons it feels would be effective surrogates, it will send their names to the state education agency, which has the responsibility of assigning a surrogate to a specific child. Individuals should be located in all parts of the state so that every child will have easy access to his/her surrogate. The state agency should develop a training program, devise a system of compensation, determine the rules and regulations governing the employment of a surrogate, and develop plans to disseminate information about the program.

Implications for Public Education Agencies

It is important for public educators to understand that implementing due process may produce many positive benefits. The availability of due process procedures, particularly hearings, provides the parent with the opportunity for holding the professional accountable, a desire of many professionals. In this context, the procedures of due process that require parent-school communication create the opportunity for school personnel to be open and honest with the ultimate consumers of their services. These requirements will also enable educators to adopt an additional procedure that has long been a goal—the provision of individually designed education programs. Individual plans provide the basis for intelligent assessment of a child's progress in relation to the objectives initially established. The concept of periodic review, also a requirement of total due process protection, conforms with good educational programing as well.

Finally, educators must be aware that adherence to due process procedures will in no way reduce their professional responsibility or authority. It can provide them with the leverage to do that which must be their goal—to act openly and in the best interests of the children they serve.

Reference

Rodham, H. Children under the law. *Harvard Education Review*, 1973, 43, 487-514.

A Primer on Due Process contains an appendix with forms designed to implement the procedures described above. 57 pages. Available from Publications Sales, CEC, 1920 Association Dr., Reston VA 22091. $4.95. Stock no. 104.

October 1975

Self-Quiz #11

1. List 5 procedures that must be provided in order to meet minimum due process standards.

    1)

    2)

    3)

    4)

    5)

2. How often must an educational placement be reviewed?

3) The written notification of review must include:

    a) an invitation to parents to participate
    b) child's data
    c) name of teacher
    d) all of the above

Answers to Self-Quizzes

①

1. treatment
2. courts
3. all, equal
4. a, b, d
5. Rouse v. Cameron; was not
6. handicapped, minimum
7. b

8. The right to adequate medical treatment (usually including psychiatric) so that a person may regain his health and liberty if institutionalized.

9. The right to education.

②

1. single, organization, organization

2. a) If the named plaintiff is dropped from the case, the whole action does not necessarily become "moot."
   b) Any judgment applys to all members of the class and is not limited to one plaintiff.
   c) Any member of the class can imitate contempt proceedings if the order is not carried out with respect to him.

3. Attorneys believe judges would be hesitant to impose requirements or to set standards in subject areas outside the law.

③

1. True
2. False
3. True
4. False
5. False
6. True
7. True
8. True

9. Any five of the following:

   a) protection from being used as uncompensated labor
   b) guidelines to insure access to adequate habilitation program
   c) individualized habilitation plan for each resident
   d) standards relating to a humane physical and psychological environment
   e) specification of sufficient staff
   f) requirement that least restrictive setting be provided
   g) program of transitional habilitation assistance for those discharged

④

1. a, b
2. b

3. They would be violating the students' rights because they were subjecting him/her to institutional peonage. The school district would either have to pay the students the prevailing wage or set up measurable objectives for each student so it could be ascertained when the student has completed his/her work training.

⑤

1. class size = 6
   length of school year = 11-12
   length of school day = 6

2. cannot
3. a) it encourages institutionalization of handicapped children of poor families
   b) it limits public school responsibility

4. d

⑥

1) Hard of hearing: A hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but not included under the definition of "deaf."

2) Multi-handicapped: Concomitant impairments, the combination of which causes such severe educational problems that they cannot be accomodated in special education programs solely for one of the impairments.

3) Orthopedically impaired: A severe orthopedic impairment that adversely affects a child's educational performance.

4) Visually handicapped: A visual impairment that, even with correction, adversely affects a child's educational performance.

5) Deaf: A hearing impairment so severe that the child is impaired in processing linguistic information through hearing. The educational performance is adversely affected with or without amplification.

⑦

1. d

2. 504 states: A recipient must educate each handicapped person with persons who are not handicapped unless it is demonstrated that education with the non-handicapped, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

3. False

4. Free education: There must be no cost to parents or guardian other than those fees charged to parents/guardians of nonhandicapped individuals.

⑧

1. Nine components included in an IEP:

   a) statement of current educational level
   b) statement of goals
   c) statement of objectives
   d) statement of services
   e) dates of services
   f) time in regular programs
   g) justification of placement
   h) responsible individuals
   i) evaluation plan

2. Who should attend the IEP:

   a) representative of local educational agency (not teacher)
   b) student's teacher/s who will directly implement program
   c) parents/guardian
   d) student when appropriate
   e) other individuals at the discretion of the parent or school district

⑨

1. 5 institutional classroom
   1 regular classroom
   4 all-day special classroom in self-contained school
   2 regular classroom plus resource room
   3 all-day special classroom in pubic school

2. Description should include number of hours students are in class, class placement (as in Cascade system), how often and method by which students are evaluated to determine placement.

⑩

1. Zero rejection: No handicapped child may be excluded from a free appropriate public education.

2. a) pre-school; post school (vocational) programs
   b) participation in all programs
   c) barrier-free facilities
   d) competing equities, or handicapped vs. nonhandicapped
   e) schools providing special equipment, etc.

3. 1) Mattie T. v. Holladay, Mississippi, 1975
   2) CARC (California Association for Retired Citizens) v. Riles, California, 1977

11

1. Procedures required to meet minimum due process standards:
   1) Written notification before evaluation.
   2) Written notification before change in placement.
   3) Periodic review of educational placement.
   4) Opportunity for an impartial hearing.
   5) Assignment of a surrogate parent for children when:
      a) child is a ward of the state.
      b) child's parents are unavailable.
      c) child's parent/guardian is not known.

2. An educational placement must be reviewed no later than 8 months after new educational placement is made, and once each following year.

3. a

APPENDIX B

Basic Practicum Module

REVISED
MAY 80

BASIC CLASSROOM PARTICIPATION

(Module 9)

Revised by:

Pat Welch, Jennifer Holvoet and Doug Guess

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Original by:

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Professional Training Program Development Unit
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The University of Kansas

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ⓒ 1978 Statewide Inservice Training
Program for Teachers of the
Severely Multiply Handicapped.

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Statewide Inservice Training Project

for Teachers of the Severely Multiply Handicapped

Department of Special Education, The University of Kansas

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Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Competency Specifications for:

BASIC CLASSROOM PARTICIPATION MODULE

EDUCATIONAL GOAL

To provide experiences in active interaction with special education teachers and severely handicapped persons in special classrooms located in public schools and residential settings, and to teach the application of information obtained from the Right to Education, Behavioral Approach to Education, Programming Engaging Environments, Programming for Normalization, and Assessment Modules to the teaching of appropriate behaviors to a single severely multiply handicapped child.

PERFORMANCE COMPETENCIES

The student teacher completing this module should apply the information acquired through the readings of Modules 1-5 by:

1. Determining from various sources if violations of a student's right to education have been made.
2. Identifying the antecedent, behavior, contingency, and consequent responses when shown an instructional program.
3. Engaging in a procedure leading to the identification of conditioned or unconditioned stimuli which may serve as reinforcers when made contingent upon, and presented immediately after, a target behavior.
4. Identifying the use of a specific training procedure when given examples of chaining, shaping, extinction and time-out.
5. Composing target behaviors appropriate to a student after observing the student during assessment.
6. Developing a record-keeping system meeting IEP requirements.
7. Designing, in writing, an ideal classroom to include the basic curriculum areas and the principles of normalization and functionality.
8. Administering an assessment and choosing appropriate target behaviors from the assessment.
9. Understanding and applying the principles of normalization and functionality.
10. Learning to assess in specific domain areas and to use informal evaluations.
11. Defining behavioral acts specifically enough for reliability.

12. Developing an instructional program.

13. Designing measurement and evaluation systems to be used with instructional programming.

14. Evaluating the effectiveness of instructional programming.

ASSIGNMENT 1

Prerequisite Readings: None

Assignment: Write a 1-3 page description of an ideal classroom incorporating your own ideas and any suggestions from the modules which you have particularly liked.

Rationale: This is part of an overall evaluation for the module. It also should help your practicum supervisor structure your class the way you wish to have it.

Criteria: Graded as acceptable/not turned in. (One try)

ASSIGNMENT 1

Prerequisite Readings: None

Assignment: Write a 1-3 page description of an ideal classroom incorporating your own ideas and any suggestions from the modules which you have particularly liked.

Rationale: This is part of an overall evaluation for the module. It also should help your practicum supervisor structure your class the way you wish to have it.

Criteria: Graded as acceptable/not turned in. (One try)

ASSIGNMENT 2

Prerequisite Readings: Module 1

Assignment: Determine from various sources, (i.e. parents, administrative records), the educational background of one student. Describe how the student's right to education may have been violated and how it could be improved.

Rationale: To understand components of Public Law 94-142 and its implications for each student.

Criteria: Three to four major components included. (One try, however, revisions will be required until criterion is met.)

ASSIGNMENT 3

Prerequisite Readings: Module 2

Assignment: View program #1 on video tape. Describe the following components of the taped instructional program:

a) antecedent
b) behavior
c) contingency
d) consequence

Rationale: To learn to label basic instructional programming components.

Criteria: 100% correct identifications. (Two tries, final grade will be the best of the two. Revisions will be required until criterion is met.)

ASSIGNMENT 4

Prerequisite Readings: Module 2, and Teaching a Child to Imitate, Streifel.

Assignment: Implement the reinforcer survey (pages 8-11) with one student using at least 5 edibles.

Rationale: To learn a procedure useful in identifying potential reinforcers.

Criteria: 90% achievement on Reinforcer Survey Checklist. (One try. Revi- will need to be made before going on to Assignment 5.)

Special Instructions:
1) Some modifications to the procedure may be necessary for the physically handicapped student.
2) See next page for description of factors considered in grading (Reinforcer Survey Checklist).

REINFORCER SURVEY CHECKLIST

Teacher: ____________________ Date: __________

Supervisor: ____________________

Environmental Factors

1. Is area prepared for survey? Yes No
2. Is the positioning appropriate for the student? Yes No
3. Are precautions made for the possible occurance of inappropriate behavior? (i.e. shield, items on tray, etc.) Yes No
4. Are the items chosen age-appropriate for the student? Yes No
5. Was a trial taste of each item given prior to administration of the survey? Yes No

Administration

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Point to each item															
2. Clear Cue															
3. Data Recorded															
4. Position Noted															
5. Rearrange Items															

Evaluation

1. Did the teacher tally the score? Yes No
2. Checklist Score __________
3. Reliability Score __________

ASSIGNMENT 5

Prerequisite Readings: Module 2 and Teaching a Child to Imitate, Streifel.

Assignment: 1) Implement an additional reinforcer survey with the same or an additional student using at least 5 activities.

2) Determine the reliability of trainer and observer's scores.

Rationale: To learn to determine the reliability of training procedures.

Criteria: 90% reliability. Formula and figure work must be accurate. (One try, however revisions must be made until criterion is met.)

Special Instructions: 1) All items used in the survey should be age appropriate materials.

2) Some modifications to the procedure may be necessary for the physically handicapped student.

ASSIGNMENT 6

Prerequisite Readings: None

Assignment: 1) Substitute one of the preferred reinforcers from the Streifel Reinforcer Survey in place of another reinforcer in an existing program. Run program for at least 5 days.

2) Compare previous 5 days of data with this data using the new reinforcer and evaluate the effect of the change in the student's behavior.

Rationale: To learn at least one way to determine the effects of a reinforcer and to show that, in order to be a reinforcer, the item or activity must increase a behavior.

Criteria: 100% correct completion of Reinforcer Effectiveness Checklist. (One try, however revisions must be made until criterion is met.)

Special Instructions: If there are no data-based program presently being run in the classroom, the supervisor will help the teacher begin a simple data collection procedure. Five days of data should be collected with a randomly chosen reinforcer, and then change the reinforcer to one that was preferred in the survey. At this point, a Reinforcer Effectiveness Checksheet should be completed.

Reinforcer Effectiveness Checklist

Teacher: ______________________________

Supervisor: ___________________________ Date: __________

Student:

Program:

Previous reinforcer:

Summary of last 5 session scores

Session #					
Score					

Preferred reinforcer:

Summary of 5 consecutive session scores with change of reinforcer

Session #					
Score					

What effect, if any, did the reinforcer change have on the rate of the behavior?

ASSIGNMENT 7

Prerequisite Readings: Module 2

Assignment: View video programs 2-4 and answer the questions on page 13.

Rationale: To identify specific training and deceleration procedures when shown instructional programs.

Criteria: 90-100% correct identification. (Two tries, with feedback given following the first effort. Final grade will be the best of the two. Revisions will be required until criterion is met.)

ASSIGNMENT #7

1. In video program #2, which of the following procedures were used to train the student to sign ice cream?

   a. shaping
   b. backward chaining
   c. differential reinforcement
   d. positive reinforcement

2. The trainer in video #2 also used a procedure to decelerate an incorrect response. Which of the following were employed?

   a. punishment
   b. time-out
   c. withdrawal of positive reinforcement
   d. extinction

3. The brushing teeth program shown in video program #3 is an example of which of the following types of procedures?

   a. forward chaining
   b. backward chaining
   c. negative reinforcement
   d. shaping

4. Video program #4 pictures a student learning to follow directions. What procedures are being used to accelerate this response?

   a. positive reinforcement
   b. forward chaining
   c. shaping
   d. modeling

5. Also in video program #4, what technique was implemented to decelerate the inappropriate behavior of tantrumming?

   a. extinction
   b. withdrawal of positive reinforcement
   c. response cost
   d. overcorrection

ASSIGNMENT 8

Prerequisite Reading: Module 4

Assignment: View video program 5. Describe how this program maximizes the principles of normalization and functionality.

Rationale: To learn to identify normalization principles in classroom structure and programming.

Criteria: Description must include components shown for both normalization and functionality. (One try, however revisions will be required until criterion is met.)

ASSIGNMENT 9

Prerequisite Readings: Module 4

Assignment: Describe a present program in your classroom which could be more normalizing and functional. Consider setting, materials, cues, etc. Note changes to be made.

Rationale: To learn to apply principles of normalization and functionality to classroom structure and programming.

Criteria: Description must be a feasible alternative and include all components listed above. (One try, however, revisions will be required until criterion is met.)

ASSIGNMENT 10

Prerequisite Readings: Module 5

Assignment:
1) Select and list one appropriate formal assessment scale for each student in the class.
2) Administer a formal assessment to one student. Your supervisor will observe a section of 15-20 trials of direct testing.

Rationale: To learn the proper administration of formal assessments.

Criteria: 90% proficiency on assessment administraction checklist. (1 try)

Special Instructions:
1) At least 3 of the assessments chosen must be included in Module 5. The one chosen for observation must also be listed.
2) It is preferred that therapists (occupational, speech, physical) administer assessment domains outside their field of expertise.
3) See next page for description of factors considered in grading (Assessment Administration Proficiency Checklist).

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
Department of Special Education, The University of Kansas

ASSESSMENT ADMINISTRATION PROFICIENCY CHECKLIST

Student Teacher ________________________________

Practicum Supervisor ____________________________

Student Name __________________________________

Assessment used ________________________________

PREPARATION

1. Yes No Instrument chosen includes those behavioral areas which are stressed in this classroom.

2. Yes No Assessment area is prepared.

3. Yes No Assessment area provides appropriate setting for chosen assessment.

4. Yes No Use/non-use of reinforcement is pre-determined.

5. Yes No Use/non-use of reinforcement is appropriate to evaluate chosen skill areas.

POST ASSESSMENT

12. Yes No Totals score for assessment.

13. Yes No Profiles assessment score (if necessary).

14. Yes No Determines target behavior areas.

15. Yes No Adds assessment informations to STEP file.

20 TRIAL SAMPLE

6. Presents stimulus for each response.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

7. Use/non-use of reinforcement according to behavioral definition.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

8. Interrupts each response which is incompatible.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

9. Records the results of each trial.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

10. Proceeds to next trial.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

11. Notes items needing other sources.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

$$\frac{\text{Total Yes}}{\text{Total Yes \& No}} \times 100 = \underline{\qquad}\%$$

90-100%	Excellent
80-89%	Good
70-79%	Fair
60-69%	Poor
59-below	Unacceptable

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ASSIGNMENT 11

Prerequisite Reading: Module 3

Assignment:
1) Choose 1 target behavior missed on the assessment for each domain (motor, communication, self-help, socialization, and preacademic).
2) Re-write, if necessary, the objective in terms of functionality and determine materials and objects that would maximize functionality when training that skill.

Rationale: Standard assessments rarely address themselves to the normalized or functional use of a skill. Research has shown that the severely handicapped acquire skills more quickly and generalize better when trained in a functional manner. Therefore, many of the objectives from the assessment will need to be revised before program implementation.

Criteria: All components must be completed. Graded as acceptable/not turned in. However, revisions will need to be made until assignment is acceptable.

Special Instructions: See next page for example of an objective and format required.

Assessment Used: Portage
Domain: Motor
Behavior Tested: Builds tower of 5-6 blocks
Skill: (70) Stacking
Student: 9 year-old severely-multiply handicapped female.

Possible functional materials to use to train this skill to the student:
cups, plates, utensils, books, magazines, washcloth.

Example functional objective to train this skill to this student:

Given 5 books resting horizontally on a table in scattered arrangement, and within arms reach of the student, and given the verbal cue, "(Name), stack the books," the student will position one book horizontally in front of him/herself and stack each of the other books horizontally in front of him/herself so all four sides match within 15 seconds for 9 of 10 trials per day for 2 consecutive days.

Assessment Used: Callier-Azuza
Domain: Cognition
Behavior Tested: 5 (B) Anticipates a whole object by seeing only a part
Skill: Object permanence
Student: 16 year old male, no physical involvement, severely multiply handicapped

Possible functional materials to train this skill to student:

Items which would most normally be partially covered (i.e. toothbrush under washcloth, edible under napkin, pencil under paper, comb or soap under towel).

Example functional objective to train this skill to student:

When stood before a sink cabinet upon which a comb is placed partially covered (1" of narrow end visible) with a hand towel, and given the verbal cue, "(Name), get the comb," the student will reach and grasp the comb and pull it into full view within 10 seconds, 90% of the trials for 3 consecutive sessions.

ASSIGNMENT 12

Prerequisite Reading: None

Assignment: 1) Choose 3 target behaviors missed on the assessment.

2) With the help of your supervisor, task analyze the deficient behaviors and reassess to determine programming needs for each skill.

Rationale: Assessments frequently provide testing in only 'general' skill areas. A more specific testing is required in order to determine terminal behavioral objectives for programming.

Criteria: This is a learning assignment and will be graded in regard to completion only.

The task analysis must specify the student's behavioral steps in completing the task. A written description of the results of the reassessment must also be turned in.

ASSIGNMENT 13

Prerequisite Readings: Module 5

Assignment:	Choose one of the informal assessments provided in Module 5. Administer it to one student and determine 2 target behaviors for the domain observed.
Rationale:	Formal assessments are not always tailored to fit individual classroom and students' needs. Teachers will need to learn to implement and develop informal evaluations to test specific areas of need.
Criteria:	1) Correct completion of evaluation form 2) 100% correct components for each target behavior.

ASSIGNMENT 14

Prerequisite Readings: Module 2; Assessment Explanation Sheet

Assignment: View video program 6. From the explanation sheet and the administration of the assessment shown, what target behaviors might be appropriate for this student? (i.e. what skills could be programmed?)

Rationale: To learn to determine target behaviors from an assessment and to assess skill areas of a severely multiply handicapped student.

Criteria: Three target behaviors, each having the five basic components of 1) behaver; 2) conditions of the behavior; 3) the behavioral act; 4) object of the behavior and 5) criterion for success. (Two tries. Feedback will be given following the completion of the assignment. The final grade will be the better of the two. Revisions will be required until criterion is met.)

ASSIGNMENT 14

Assessment Explanation Sheet CALLIER-AZUZA

PERCEPTUAL DEVELOPMENT

A. Visual Development

6. (A) May track objects horizontally and vertically. *Given a brightly colored object held at eye level, the student will make eye contact with the object for 3 seconds and follow the appearance of the object 1) from center (0 degrees) through a horizontal arc of at least 30° and 2) from center (0 degrees) through a vertical arc of at least 30°.*

   (B) Shifts visual attention from one object to another when two or three are presented (scanning). *Given two objects held at eye level, the student will make eye contact with one object for at least 1 second and shift contact to the second object within 5 seconds.*

7. (A) Attempts to secure objects beyond his/her reach. *Given an object of potential reinforcement placed on the table in front of the student, the student will attempt to obtain object within 10 seconds.*

   (B) Turns objects in his/her hand and explores them visually. *Given an object of potential reinforcement, the student will grasp object, and look at object for at least 3 seconds with one movement of the object in the hand.*

8. (B) Matches identical objects. *Given a set of two objects on tray in front of student, and given a match to one of the objects with the verbal cue, "Show me", the student will indicate which object is the same by touching or placing the sample object beside it.*

LANGUAGE DEVELOPMENT

A. Receptive Language

6. (A) Follows simple instructions communicated in formal language. *Given the verbal cue, "Come here," the student will mobilize toward the trainer within 10 seconds, and will move at least one-half the distance toward the trainer within 1 minute.*

   (B) Understands several nouns and action words communicated in formal language. *Given the verbal cue of "(verb)", the student will begin the action within 3 seconds and will complete the requested task within 10 seconds. (e.g. open, take out, run)*

   (D) May respond to name or name sign communicated in formal language. *Given the verbal cue of "(Name)", the student will attend to the trainer within 3 seconds by ceasing activity and/or obtaining eye contact.*

8. (A) Identifies or obtains when asked, three familiar objects in his/her surroundings used in the course of the daily routine. *Given the verbal cue of "(Name), get the (objects)" the student will move toward the object within 5 seconds. (e.g. cup before snack, towel after washing hands, ball before play)*

ASSIGNMENT 15

Prerequisite Readings: Module 2, program information sheet

Assignment: View video program #7. Specify, in detail, the cue given to the student, and the behavioral act for each skill being programmed.

Rationale: Experience in writing behavioral definitions in preparation for program development.

Criteria: Clear and precise behavioral definitions. Supervisor should be able to take reliability after reading the definitions.

Special Instructions: An explanation and example of specifying behavioral definitions is provided on page 26.

ASSIGNMENT 15

Explanation & Example

Specifying behaviors is important in many aspects of our lives. Baker, 1970, explains that most of us specify behaviors daily. A recipe specifies what actions will be taken clearly enough to allow someone else to know exactly what should be done. We specify directions to our house to allow our friends to visit. When setting an appointment we may say, "I'll see you sometime this afternoon," or we may specify what 'sometime' is by saying: "I'll see you at 2:30 this afternoon."

If the teacher has properly specified the behavior, anyone who reads it should know exactly what the behavior is and should be able to identify correct or incorrect responses when either occurs.

Behavior	Specified Behavior
"waves good-bye"	Raises extended dominant arm to chest level, flexes elbow, opens dominant hand, and moves forearm in an 'up and down' motion twice, and returns arm to resting position beside torso."
"pushes the ball"	With flexed arms, hands make simultaneous contact with the ball and arms extend quickly, causing ball to move from contact with the fingers for a distance of at least 2 inches.

Program Information Sheet

In this video (#7), a student is being trained to develop two skills. He is first asked to achieve a sitting position with an erect head and is then required to identify an object by touching it. These programs would most appropriately be run with trials spaced throughout the day. However, for video taping, the trials were massed. Objects to be labeled were functional for Mark's environment.

The sitting program is being run using a procedural training technique. First a verbal cue only is given (V), then a verbal cue with a prompt (P), and finally a complete put-through (T) is provided as necessary. The object label training program is using positive reinforcement and the withdrawal of reinforcement to increase correct responses.

ASSIGNMENT 16

Prerequisite Reading: Assignment 15

Assignment: Using the data sheet provided on the next page, record the responses of the student. Complete any components left blank on the data form.

Rationale: Experience in data recording procedures in preparation for program implementation.

Criteria: 95% reliability with project staff.

Student: ____________________ Programs: ____________________ Behavioral Definition: On back

Reinforcer: ____________________ Trainer: ____________________ Observer: ____________________

Scoring Code: 1) ____________________ Code: 2) ____________________

Stimulus Situation	Date	7-18-79																			
	Trial	Head up	Object I.D.																		
Spoon	1	V	−	T	−	V	−														
Shoe	2	P	−	P	+	V	+														
spoon	3	P	−	V	−	T	−														
spoon	4	V	−	T	−	T	−														
shoe	5	P	−	T	−	T	+														
shoe	6	T	+	T	+	P	−														
shoe	7	V	−	P	−	P	−														
shoe	8	V	−	P	−	T	+														
Spoon	9	P	−	V	+																
shoe	10	P	−	P	+																
Spoon	11	P	−	P	−																
spoon	12	V	−																		
shoe	13		+																		
shoe	14																				
spoon	15																				
shoe	16																				
TOTALS																					
Length of Session																		250			
Reliability 279																					

ASSIGNMENT 17

Prerequisite Reading: Assignments 15 and 16

Assignment: Plot the programmed data on the two graphs provided.

Rationale: Experience in graphing procedures in preparation for program evaluation.

Criteria: 100% correct placement of data points.

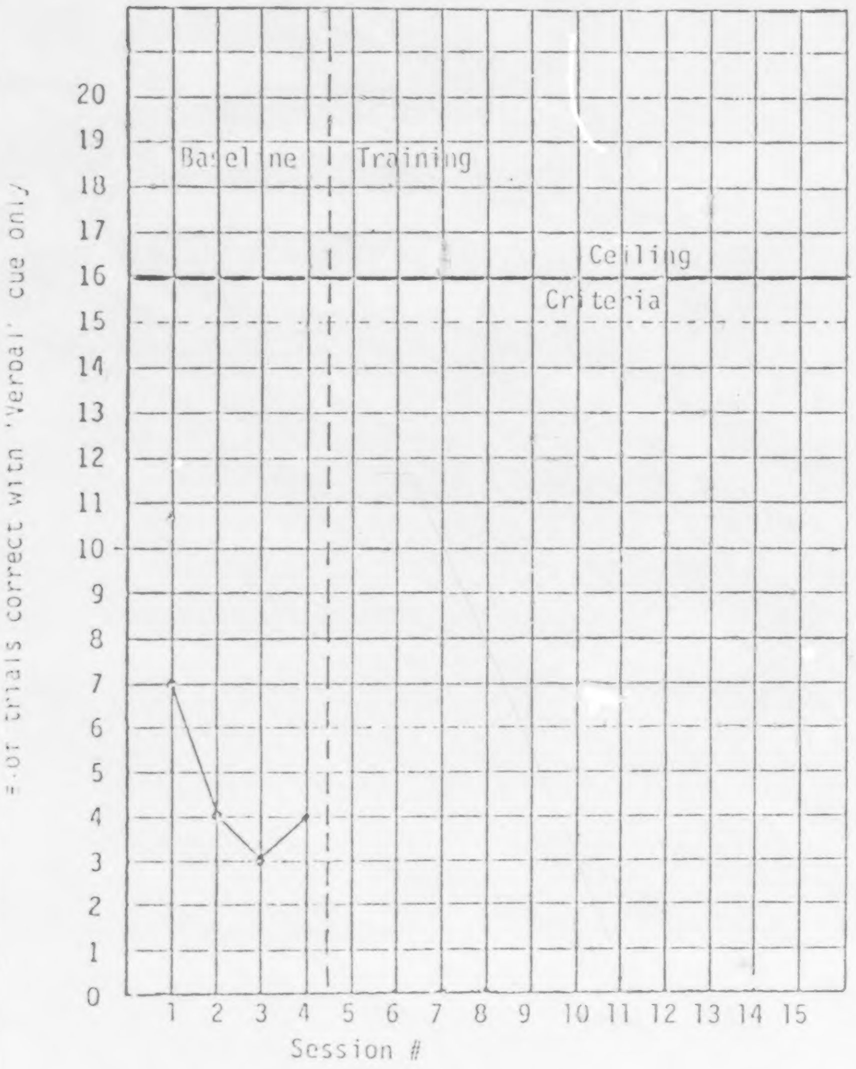
Name of Program: Sitting

Skill Taught: Trunk Control (Motor)

Student's Name: Mark

Trainer's Name: Pat

Reinforcer: Social, See & Say



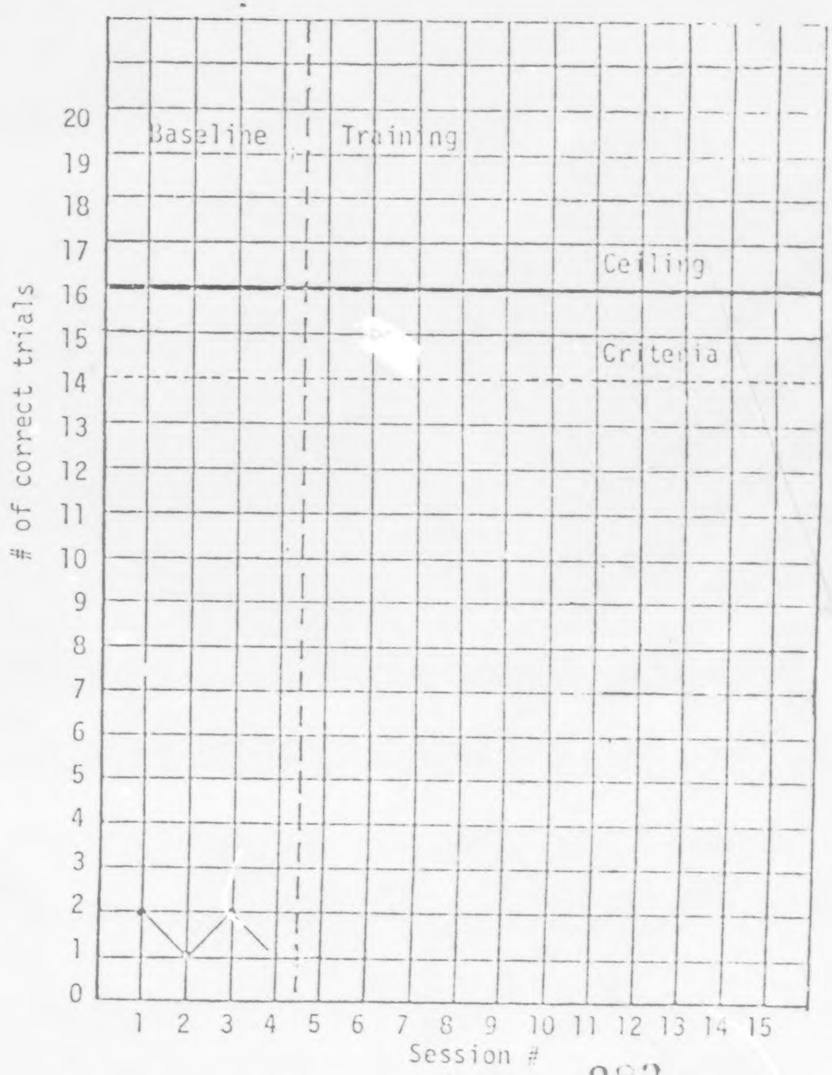
Name of Program: Object Labeling

Skill Taught: Communication (Expressive)

Student's Name: Mark

Trainer's Name: Pat

Reinforcer: Social, See & Say



ASSIGNMENT 18

Prerequisite Readings: Modules 2 and 3

Assignment: Using behaviors seen as deficient in the assessment, determine two skills which could be programmed in one instructional setting.

Rationale: Experience in combining skills into clusters in preparation for program development.

Criteria: The following will be considered when grading: 1) the cohesiveness of the programs chosen and 2) the appropriateness of the scheduling at one setting.

ASSIGNMENT 19

Prerequisite Readings: Assignment 18 and Program Development Form

Assignment: Devise a program for each skill chosen using the following Program Development Form.

Rationale: Experience in developing instructional programming.

Criteria: The following will be considered in grading: 1) program design (does it look like it will work), 2) compatibility of programs, 3) functional and age-appropriate materials, and 4) appropriateness of measurement system to the program.

PROGRAM DEVELOPMENT FORM

1. Title of Program:

   (What skill is being taught, include domain)

2. Author:

   (Your name as the developer, and any others who helped; consultants, curriculum manuals, etc.)

3. Person in Charge of Program:

   (Who is going to implement and evaluate the program?)

4. Terminal Behavioral Objective:

   a) What cues will be given to elicit the behavior?

   b) What behavior is expected?

   c) Is there an object of the behavior?

   d) How well must the student do to complete the program?

5. Rationale:

   (Why is this skill important for the student to learn?)

6. Suggested Functional Scheduling:

   (When could the program be scheduled so that it occurs in the student's environment at a time and place when that skill should naturally occur?)

7. Materials Needed: (What materials need to be available in the area for training in order to proceed smoothly?)

8. Cue:

   a) What will be said to the student?

   b) What objects/materials will be presented to the student?

   c) What position will student and/or trainer be in?

9. Data Recording:

   a) How will correct responses be noted on the data sheet?

   b) How will incorrect responses be recorded?

   c) Will any other types of responses be recorded? (i.e. prompts, no-response, shape)

10. Baseline Procedures: Baseline is taken to provide the teacher with a complete picture of what the student can do in regard to this program before training is begun. It will help determine the effectiveness of the program. To take baseline, the procedures are run according to the terminal behavioral objective. Reinforcement is generally given for correct responses (to avoid extinction of the known behavior). However, if the program to be developed is to use reinforcers as its only tactic for increasing the behavior, do not use reinforcement in baseline.

    Trials in which the student responds incorrectly or fails to respond at all are usually given no consequence. To develop baseline procedures for the program, determine the following:

    a) What cue(s) will be given to the student to elicit the behavior?
    b) What is the trainer to accept as a correct response?
    c) What consequence will be provided for a correct response?
    d) What should be recorded on the data sheet when a correct response is made during baseline?
    e) What should the trainer do if an incorrect or incomplete response is given?
    f) How should an incorrect response be noted on the data sheet?
    g) Is a trial with no response consequated or recorded differently than an incorrect trial?
    h) How many trials/sessions of baseline should be run?

Note: The standard of '3' baseline sessions is not always appropriate. Baseline should be continued until the data is stable (otherwise you could not see trends when training begins). If data does not stabilize (i.e. fluctuate only between 10-20%) within 7 sessions, the program may need to be revised.

11. Training Procedures: This section should specify what the trainer will do to teach the student to perform the behavior. Its greatest difference from baseline is the shaping or prompting prior to a trial, or the correction that may follow an incorrect or incomplete trial. To determine procedures for training the skill, consider the following:

a) Again, what cue(s) will be used to set the occasion for the behavior to occur?

b) What is the trainer to accept as a correct response? (If using a chaining procedure, specify what is accepted for each step of training.)

c) What consequence is given to the student for a correct response?

d) How is a correct response recorded on the data sheet?

e) If an incorrect response occurs, what should the trainer do? (correction, shaping, prompt)

f) How should the procedure for an incorrect response be noted on the data sheet?

g) How many trials are to be presented in each session?

12. Task Analysis: When the program to be trained could most effectively be taught using a chaining or total cycle procedure, it will be necessary to analyze the skill. This requires a careful look at each component that comprises the behavior. There are two ways to analyze a task. One method is labeled 'logical' and involves performing the task yourself and writing down each step as it's completed. Using the second method, 'empirical', the individual observes a variety of others doing the task and devises the steps from these observations.

Does the training procedure developed here require a chaining or total cycle (i.e. training all steps) procedure?

If so, what steps are necessary for the student to perform in order to complete the behavior?

If not, (i.e. a procedural or shaping procedure is being used), note that this section is 'not applicable.'

13. Criteria: How well must the student do to graduate from the program, and, if applicable, how well must he/she do to move from one step of the task analysis to the other?

14. Charting: (Explain how the graphs will be kept, e.g. what information will be pictured.)

15. Recommended Next Program: (Specify what skills would be appropriate to train after this skill is learned. This will assure a cohesive curriculum for the student.)

ASSIGNMENT 20

Prerequisite Readings: Assignments 18 and 19

Assignment: Develop a data sheet to record each behavior. Use the data sheet provided in Assignment 16 as an example. Include all components listed on the next page.

Rationale: Experience in designing data sheets when teaching a two behavior skill cluster.

Criteria: 1) 100% correct labeling and format
2) Usability of data form.

(One try, however revisions will be required until criterion is met.)

Special Instructions: This assignment must be approved before Assignment 22 is begun.

COMPONENTS OF A DATA SHEET

1. Program title
2. Trainer's name
3. Student's name
4. Date
5. Whether session is baseline, training, or probe
6. Session number
7. The time the session took
8. Behavioral definitions of the response(s) being recorded
9. The reinforcer used
10. The name of the primary observer
11. The name of the reliability observer (if any)
12. A place to put data for each trial
13. Summary score(s)
14. Reliability quotient (if any)
15. Scoring method

ASSIGNMENT 21

Prerequisite Readings: Assignments 18, 19 and 20

Assignment: Design as many graphs as necessary to show progress for each skill programming. Use graphs provided in Assign an example. Include all components required on Graph Design Checklist.

Rationale: Experience in designing graphs to picture student progress in programming.

Criteria: 100% correct placement of graph components and 100% correct placement of data points. (Two tries, with feedback given following the first effort.)

GRAPH DESIGN CHECKLIST

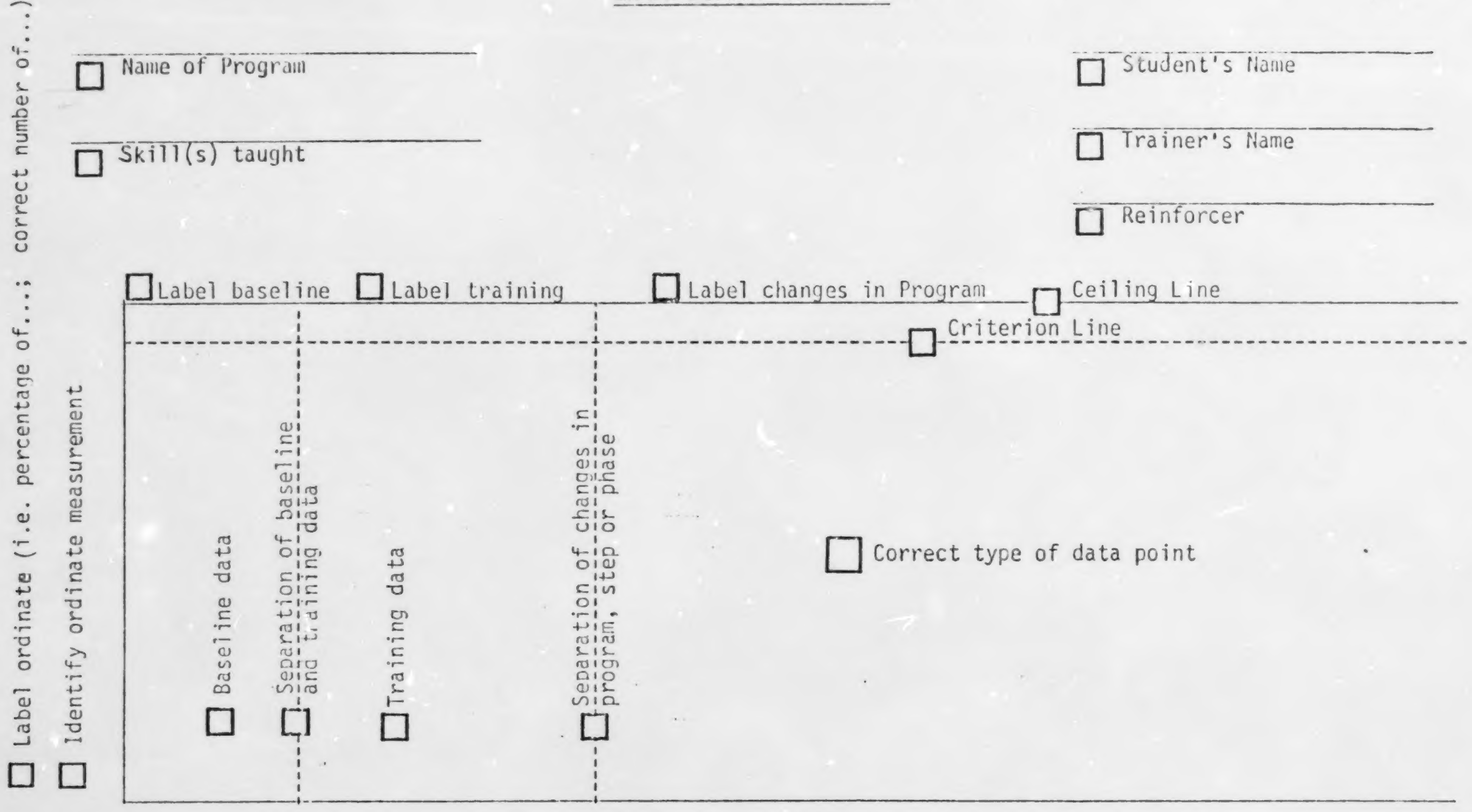
☐ Name of Program

☐ Skill(s) taught

☐ Student's Name

☐ Trainer's Name

☐ Reinforcer



☐ Label ordinate (i.e. percentage of...; correct number of...)

☐ Identify ordinate measurement

☐ Label baseline

☐ Label training

☐ Label changes in Program

☐ Ceiling Line

☐ Criterion Line

☐ Baseline data

☐ Separation of baseline and training data

☐ Training data

☐ Separation of changes in program, step or phase

☐ Correct type of data point

☐ Identify abscissa measurement

☐ Label abscissa

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ASSIGNMENT 22

Prerequisite Readings: Modules 2 and 3

Assignment: Implement the baseline and training for programs developed in Assignment 19.

Rationale: Experience in implementation of instructional programming.

Criteria: This assignment will be graded concurrently with Assignment 23.

ASSIGNMENT 23

Prerequisite Reading: Program Review Form and explanation sheet

Assignment: Following the first two weeks of data collection for the programs developed in Assignment 19, complete a Program Review Form for each program.

Rationale: Experience in implementation and evaluation of instructional programming.

Criteria: 100% correct completion of Program Review Form for each program. (Two tries, revisions will be required until criterion is met.)

Special Instructions: When submitting this assignment, attach one copy of the data sheet and a copy of each graph for the programs implemented.

PROGRAM REVIEW FORM

Student: ______________________________

Program: ______________________________

Step #: ______________________________

Trainer(s): ______________________________________

Reinforcer: ___ __________________________________

Date: ___________________

Program Summary

	Accelerating	Decelerating	Maintaining
Program Plan:	☐	☐	☐
Program is:	☐	☐	☐

Possible Program Changes: (List at least 3)

1.
2.
3.

Program Decision

Chosen Program Change: # _______

Date Implemented: _____________

☐ Recorded in STEP

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HOW TO FILL OUT THE Program Review Form

Student: Name of the student in the program. If it is a group program, each student should have a separate Program Review.

Program: Name of the program that is being reviewed. If there is a cluster of programs being taught together, each program must be reviewed separately.

Step #: The step that the student is working on at the time that the program is being reviewed, e.g. baseline, Step 1, Step 2.

Trainer(s): The name of the trainer(s) that run the program.

Reinforcer: What reinforcer is being used with the student at the time of this review; e.g. social, hugs, juice, raisens.

Date: The date that the Program Review is filled out.

Program Summary

Program Plan: Describe the goal of the program. For example, is the data supposed to accelerate (increase), decelerate (decrease), or maintain (stay the same)?

Program is: Describe the present trend of the data. For example, is the data accelerating (increasing), decelerating (decreasing), or maintaining (staying the same or bouncing)?

Possible Program Changes

This section needs to be filled out only if there is a discrepancy in the "Program Plan" and the "Program is." If this is the situation, the teacher should list at least three (3) possible modifications that would be approprite to the program, e.g. change reinforcer, change cue.

Program Decision: This section is to be filled out only if program changes are necessary.

Chosen Program Change: The teacher (or team) must decide which one of the 3 Possible Program Changes to implement. Only one should be chosen.

Date Implemented: The actual date that the program change is to be implemented in the classroom.

☐ Recorded in STEP: The Program Monitoring card in the STEP File (or an equivalent) that corresponds to this program should be up-dated. If a program change is to be implemented, this change should be indicated; if no change was necessary, the date of the review should be recorded to indicate that the program was reviewed.

ASSIGNMENT 24

Prerequisite Reading: Module 3

Assignment: Develop a record keeping system with all the required components of a STEP file for 2 students in the classroom. (We recommend the student you are currently working with, and a physically handicapped or student with a behavior problem. This will help you in intermediate practicum.)

Rationale: Written records are an integral part of the classroom development. The STEP file provides a quick and easy method for compiling such information.

Criteria: This will be graded as complete/incomplete. However, the file will also be required in intermediate and advanced practicum.

Special Instructions: The file need not be on index cards as diagrammed. Any method for collecting the required information is acceptable (notebook, folder, etc.). Additional information may be included if it is appropriate for your classroom.

APPENDIX C

Representative Exercises
from
Intermediate Practicum Module

REVISED

DEC 80

INTERMEDIATE PRACTICUM

(Module 15)

Revised by:

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Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Original by:

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Professional Training Program Development Unit
Department of Special Education
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ASSIGNMENT 3 Week 2

Prerequisite Readings: Modules 10, 11 and 3

Assignment:

1. List three programs(either current or newly developed) which can be taught together as a teaching sequence (skill cluster). These programs must include:

   A. A deceleration program for the inappropriate behavior.*

   B. A behavior which is incompatible with the inappropriate behavior.

   C. Any other program, preferably some type of imitation training.

2. Describe why these programs form a teaching sequence, give a rationale for your choice of deceleration technique, and list the sequence in which the behaviors would be taught.

Rationale:

Practice in devising training sequences for individuals with inappropriate behavior.

Criteria & Grading:

3.1 Acceptable/Unacceptable.

3.2 One try, however revisions will be required until all components are present.

The following will be considered when grading: functionality of program, age-appropriateness (if relevant), and cohesiveness of the programs chosen.

Special Instructions:

* Some examples of deceleration programs are: extinction, positive practice overcorrection, restitutional overcorrection, response cost and/or DRO.

DO NOT begin Assignment 4 until supervisor has approved Assignment 3.

Prerequisite Readings: Modules 10, 11, 6(Program Format section), & 7 (Types of measurement)

Assignment:

1. For each of the three programs listed in Assignment 3, turn in a written program using format outlined on next page. The following must be components of these programs.

   A. At least one program must use event recording.

   B. At least one program must use a time-based (e.g. interval, duration, etc.) recording

   C. At least one program must use rate measurement as it will be plotted on 6-cycle logarithmic charts.

Rationale:

Application of information on measurement design and program design.

Criteria & Grading:

Each program will be graded separately (see Program Format on next page). Two tries on each program, however revision required until 95% criteria is reached.

The following will be considered when grading: functionality and age-appropriateness of materials, proper format, program design (does it look like it will work), appropriateness of measurement system to the program, and compatibility of the design with the other programs which will be run in the teaching sequence.*

Special Instructions:

*You may find that your choices of programs will have to change from Assignment 3 if the programs chosen do not lend themselves to the types of measurement techniques assigned. If this is the case, choose a new program(s).

Turn in concurrently with Assignment 5.

PROGRAM FORMAT

Title of Program

Author

Person Responsible

Objective: include cues, behavior and criteria

Rationale

Functional scheduling

Materials

Cue: Include verbal/signed cues, objects or materials presented to the student and position of student/trainer.

Data Recording Statement: Consistent with the procedures outlined in the training section and describing how to score correct/incorrect responses.

Baseline: Include what cues were used to elicit the response, what the trainer accepts as a correct response, how the trainer consequates a correct/incorrect/no response, what the trainer does if the student responds incorrectly, data used, how many sessions (baseline) are run, and how many trials constitute a session.

Training Procedures: Include what cues were used to elicit the response, what a correct response is, how correct/incorrect/no response trials are consequated, how correct/incorrect/no responses are recorded on the data sheet, and how many trials are presented in 1 session.

Task Analysis

Criteria: Include latency, aim, and time element criteria for changing program steps and graduating from the program.

Charting: Include what graphs will be used and how they will be labeled.

How Reinforcement Will be Faded

Next Recommended Program

ASSIGNMENT 5

Weeks 3 & 4

Prerequisite Readings: Module 7 & 15

Assignment:

1. Design one ICS data sheet for the three programmed behaviors.*
2. Design as many graphs as necessary. One graph must be 6-cycle logarithmic.

Rationale:

Application of techniques for designing data sheets for teaching sequences and design of graphs.

Supervisor:

Will provide 6-cycle log charts.

Criteria & Grading:

The graphs and data sheets will be graded separately. Two tries on each, however, revisions will be required until all components are present. The following will be considered when grading: Correct labeling and format on the data sheet, usability of data sheet, correct format of graphs (see graph design checklists enclosed in this module), accurate recording of any data from previous training on this program.**

Special Instructions:

*When doing deceleration programs, the deceleration program will only be listed at the end of a series of skill clusters, where a total will be recorded. The deceleration technique should be applied each time the deviant behavior occurs and a count of how often it was applied in the session kept. However, within each skill cluster there should be a trial called "Behavior check". This trial will be where the student will be given reinforcement for not engaging in the deviant behavior (i.e. all programs used in this practicum will have a DRO component.)

** If you have more than one month's data, you may summarize by recording all baseline data and weekly training averages.

ASSIGNMENT 6

Week 5

Prerequisite Readings: None

Assignments:

1. Make an outline of a staff meeting in which you will describe your three-part teaching sequence to other members of the staff.

2. Implement the staff meeting with at least one aide (or psychologist, or head teacher). Also try to have your building supervisor attend the meeting.

Rationale:

Practice in developing and being responsible for staff meetings in which information about a student's program is communicated to others in the classroom.

Criteria & Grading

One try

The following will be considered when grading:

a. Reasonable outline containing the following: purpose of meeting, rationale for the sequence, individual training methods (shaping, DRO, etc.). Data strategies, materials that will be brought to the meeting, and what kind of input/cooperation will be expected from the staff.

b. Statement by given person that you held the meeting and that person's ability to answer 1-2 questions about that student's programs.

Supervisor will attend staff meeting if possible.

ASSIGNMENT 7 Week 6

Prerequisite Readings: Your facility's policy on the use of deceleration techniques (You find it!)

Assignment:

1. Copy or describe the procedures (if any) which your facility uses to safeguard students who are in deceleration programs (e.g. committee review).

2. Begin implementing these procedures by following the recommended facility policy. Such procedures generally take 1-2 months to complete, so don't delay. If some type of committee review is not required, either because of the procedure chosen or because the facility has no policy), draft a letter describing your procedure and have your building (or program) supervisor sign it.

3. Draft a parent (or guardian) letter describing your procedures and asking permission. Mail it (if policy requires parental permission).*

Rationale:

Practice in correct and lawful use of deceleration procedures includes implementing all procedures which the facility has devised to safeguard the student's well-being.

Criteria & Grading:

7.1 and 7.2 Procedures and the implementation will be graded Acceptable/ Not acceptable.

7.3 The following will be considered when grading the parent letter: grammar, tact, a concise and understandable explanation of the procedure and how it interfered in the classroom, a rationale for the procedure, the presence of a form which the parents can sign, the statement that parents will be welcome to come and watch the procedure or to discuss any changes they feel need to be made, a statement that you will send them the data on the program if they so desire, and a statement that welcomes the parents as team members.

One try, however revisions will be required until all components of the parent letter are present.

Special Instructions:

DO NOT MAIL PARENT LETTER UNTIL SUPERVISOR HAS APPROVED IT!

ASSIGNMENT 12 Week 10 & 11

Prerequisite Readings: Modules 7 & 15

Assignment:

1. Design one ICS data sheet for the four programmed behaviors.
2. Design as many graphs as necessary.

Rationale:

Application of techniques for designing data sheets for longer teaching sequences and design of graphs.

Criteria & Grading:

One try

The following will be considered when grading: Appropriateness of the measurement system chosen, correct format of data sheet, usability of data sheet, correct format of graphs, (see Graph Design Checklist), accurate recording of any data from previous training on same program.*

Special Instructions:

*If you have more than one month's data, you may summarize by recording all baseline data and weekly training averages.

ASSIGNMENT 13 Week 12

Prerequisite Readings: None

Assignment:

1. Using the pages provided with Assignment 6, make an outline of a staff meeting in which you will describe your four-part teaching sequence to other members of the staff.

2. Implement this staffing with at least one aide and one of the following: O.T., P.T., or Speech Therapist.

Rationale:

Practice in developing and being responsible for staff meetings with ancillary personnel from other departments present, to determine the most effective program possible.

Supervisor:

Should make every effort to attend this staffing, so other's input can be utilized in program design. However, if timing is not compatible with the schedule of others who should attend, this is optional.

Criteria & Grading:

One try

The following will be considered when grading:

a. Reasonable outline containing the following: purpose of meeting, rationale for the sequence, individual training methods (shaping, DRO, etc.). Data strategies, materials that will be brought to the meeting, and what kind of input/cooperation will be expected from the staff.

b. Statement by given person that you held the meeting and that person's ability to answer 1-2 questions about that student's programs.

Supervisor will attend staff meeting if possible.

ASSIGNMENT 14

Week 13 (Continue until
criterion is
reached)

Prerequisite Readings: Modules 13 & 14 (You may also utilize your O.T./P.T as a resource.)

Assignment:

1. Implement the 4-part teaching sequence. Record data and graph the results.
2. Turn in copies of graphs and Program Review Forms every month on each program.

Rationale:

Practice under supervision implementing a four-part teaching sequence with special attention to special techniques necessary for physically handicapped students.

Criteria & Grading:

One try, your supervisor will observe at least once during the semester.

The following will be considered when grading: correct determination of when to begin training; correct handling, transfer, and positioning of student prior to, during, and after programming; correct facilitation of eating/drinking with proper lip/jaw control as needed, accurate data-taking (90-100% reliable); accurate graphing, and correct dtermination of training effectiveness with program changes based on data.

Special Instructions:

AN AUTOMATIC "F" WILL BE RECORDED IF INCORRECT IMPLEMENTATION OF ANY PROGRAM (ESPECIALLY FEEDING) ENDANGERS THE PHYSICAL WELL-BEING OF THE STUDENT. THIS "F" CANNOT BE ERASED DURING A SECOND TRY, ALTHOUGH YOU WILL BE REQUIRED TO CORRECT YOUR TECHNIQUE. To avoid such a situation, read your module(s) carefully, and get help from O.T. or P.T. at any point where you are doubtful of your ability.

Assignment 15 Weeks 15 & 16

Prerequisite Readings: Modules 13 & 14 (You should also use your O.T./P.T. as a resource.)

Assignment:

1. Demonstrate competency in at least two (2) of the following:
    A. lifting and transferring student from wheelchair to toilet.
    B. lifting and transferring student from chair to wheelchair
    C. Correct coordination of two person lift with naive person
    D. lifting and transferring student from a mat (or floor) to a chair across the classroom.
2. Demonstrate all of the following which are applicable:
    A. Putting diapers on floppy or spastic student.
    B. Hearing aid; check and putting aid on student
    C. Putting on braces or corrective shoes
    D. Placement of student in modified wheelchair

Criteria & Grading:

One try

The following will be considered when grading: demonstration of control of key points when transferring; correct choice of lifts depending on student size and disability; correct coordination of two person lift; using your legs, not your back to lift; correct application of prosthetics/diapers--without twisting limbs; and with correct handling of limbs.

This should be observed by either your practicum supervisor or by your O.T. or P.T. If observed by either of the latter, have them fill out OT/PT observation sheet and sign it.

Special Instructions:

AN AUTOMATIC "F" WILL BE RECORDED IF INCORRECT IMPLEMENTATION OF ANY PROCEDURE ENDANGERS (OR COULD ENDANGER) THE PHYSICAL WELL-BEING OF THE STUDENT. THIS "F" CANNOT BE ERASED DURING A SECOND TRY, ALTHOUGH YOU WILL BE REQUIRED TO CORRECT YOUR TECHNIQUE.

OT/PT Observation Sheet

Teacher's Name: ______________________

Date of Observation: __________________

Place of Observation: _________________

Directions: The teacher must demonstrate two of the four lifts outlined in assignment 15.1. He/she should demonstrate all of assignment 15.2 which are applicable to his/her classroom. Use the following scoring code:

+ Teacher correctly implements
- Teacher incorrectly implements
n/a Non-applicable

Assignment 15.1-Lifts

	15.1a	15.1b	15.1c	15.1d
Teacher relaxes the student before lifting				
Teacher brings the student to a sitting position				
Teacher allows the student to do as much as possible of the lift				
Teacher talks with the student and encourages his/her help				
Teacher keeps the student's head in a midline position				
Teacher keeps his/her back straight-uses his/her legs for the lift				
Teacher supports the student at his/her neck				
Teacher supports the student at his/her shoulders				
Teacher supports the student at his/her spine				
Teacher supports the student at his/her pelvis				
Teacher chooses the correct lift for the student				
Teacher correctly coordinates the chosen lift				

Assignment 15.2

15.2a-Diapers	Teacher doesn't twist the student's limbs	
	Teacher protects the student when applying diaper pins	
	Teacher correctly applies diaper-not too tight, not too loose	
15.2b-Hearing Aid		
	Teacher checks that the aid is charged	
	Teacher checks that the earmolds are clean	
	Teacher checks that there is no feedback	
	Teacher checks that the aid is turned on	
	Teacher checks that the aid is at the correct amplication	
	Teacher puts on hearing aid	
	Teacher puts on harness	
15.2c-Braces/Corrective Shoes		
	Teacher checks inside of shoes for wrinkles/tears	
	Teacher checks that the brace locks are easily opened	
	Teacher checks that joints move easily	
	Teacher checks that soles/heels are not worn	
	Teacher does not force the student's foot into the shoe	
	Teacher fastens all straps/fasteners	

15.2d-Modified Wheelchair

Teacher supports the student when lifting him/her to chair
Teacher makes sure that hips are correctly placed
Teacher checks clothing to make sure it isn't wrinkled under/behind the student
Teacher fastens all straps/fasteners

COMMENTS:

Signature of Observer

Position of Observer

APPENDIX D

Representative Exercises
from
Advanced Practicum Module

REVISED
JAN. '81

ADVANCED CLASSROOM PARTICIPATION

(Module 25)

Revised by:
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Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Original by:
Bonnie Utley, Trudy Rinne, and R. Don Horner

Professional Training Program Development Unit
Department of Special Education
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Assignment 3

Prerequisite Readings: Module 3 (Scheduling)

Assignment:

1. Design and turn in a copy of a classroom schedule which includes:
   - a. delineation of teaching assistant time.
   - b. delineation of teacher time.
   - c. delineation of student time.
   - d. at least 1, but no more than 2 1:1 sessions for yourself.
   - e. at least 2 sessions in which you teach 2 students (Small Group) at the same time, for yourself.
   - f. remember to use behavior clusters (teaching sequences) of 2 or more behaviors for all students. Other staff do not have to use teaching sequences, but you must.
   - g. at least 1 group of 3 students (if all are ambulatory) or 4 students (if some are nonambulatory) for yourself (Large group).
   - h. be sure to schedule yourself with a student at lunch.
   - i. you should cover different domains (leasure, preacademic, self-help, etc.) in each group.
   - j. sessions can be from 15-45 minutes apiece.
   - k. each teaching assistant should have responsibility for at least 2 programming sessions.
2. Check classroom schedule by making and turning in at least 1 student schedule. (You will be responsible for all students' individual schedules. This will be checked twice during the semester.)
3. Complete the questions on the following pages and revise schedules as needed.

Rationale: A schedule needs to be designed in order to be sure work is distributed fairly across staff members and to be sure each student is getting the training he/she needs.

Criteria:

1. 2 tries. The following will be considered when grading: Is each student receiving all prgrams, designation of who is teaching what to whom, designation of time at which each teaching event occurs, breaks for each staff member, designation of any activities (such as speech, OT, etc.) to which the student must go at designated times.
2. Acceptable/not acceptable; however, this will need to be revised until it is acceptable.
3. Acceptable/not acceptable; however, this will need to be revised until the questions are answered clearly and are feasible.

Special Instructions: Following the questions is an example of a schedule for small groups, which shows one method of dealing with the question of designating what will be taught when using ICS teaching sequences. Tape-on-Tape schedules are advised as there may be extensive revisions necessary.

Try not to mess up the current schedule for other people any more than necessary. The more you alter others' schedules, the more work there will be for you to do in the next exercises.

QUESTIONS FOR ASSIGNMENT 3

1. What happens when one or more students are late? ______________________________

____

2. Do the student activities which occur at the same time require the same materials? __________ How do you plan to deal with this problem? __________

____

____

3. Do the student activities which occur at the same time require simultaneous use of the same training area (for example, sinks)? ____________________
How can you solve this problem? ______________________________

____

4. Are there any parts of the schedule which demand combinations of student behavior which are incompatible, e.g. music training at the same time as attention training? __________ How can you deal with this problem?

____

____

5. Mark in red pencil, the activities which will occur when one teacher or teacher's aide is absent (assuming there is no substitute).
Do you think it would be wise to devise an alternate schedule for days when someone is absent? ____________________

6. How is a signal given to change activities? ____________________

____

____

7. If a trainer has not finished a task or teaching sequence with a student when the change activities signal is given, should s/he attempt to complete the task or send the student on to the next activity? __________

____

8. List which staff memeber is responsible for which students in an emergency situation (e.g. fire drill).

____

____

____

Teachers Time	Georgeanne	Carolyn	Jean	Jackie
12:00	Kenny: eating, sitting up straight, hand in lap	Michelle: eating, raise spoon to mouth, waiting between bites	12:00-12:30 --free 12:30-1:00 lunch program	Assist Suzanne, Mik Sherry, Darrick, Laura, & Timmy with any probl they may have at lunch. 12:30-1:00 free
12:45	Kenny, Timmy & Mike: empty trash from classrooms and push chairs under table	Suzanne & Laura: wash & dry dishes Sherry: put dishes away	Darrick: sweep floor Michelle: wipe table	Kenny & Michelle: toileting, tooth-brushing, hand-washing
1:00	Darrick, Suzanne, Sherry: toothbrushing, toileting. Desk work: Suzanne--puzzle Darrick--lite brite Sherry--viewmaster	Laura, Mike & Timmy: Toothbrushing & toileting. Desk work for each: name and color	Kenny & Michelle: language; tactile communication & imitation of beginning sounds. Discrimination of beginning sounds.	Assist students with desk work
1:30	Darrick, Suzanne, Sherry, & Kenny: motor imitation; open milk, pour, open jar, spread peanut butter, exercises, conversation.	Break and check programs	Laura & Timmy: pre-math, matching number to number. Match and sort identical spoons and cups.	Mike: pre-math, object to object match. Language: imitation of begin ning sounds. Communication; receptive. Pictures from pre-math.
2:00	Mike: function of object--car, comb, ball Kenny: recognition of object--pipe, ball Michelle: receptive lang.--give me (ball, doll, cat)	Darrick: recognition of objects (car, truck, ball) Sherry: same--(comb, deoderant, soap) Laura: same--(nuts, screws, bolts)	Tim & Kenny: empty classroom trash and clean trash cans	Toilet students
2:20	Sherry, Timmy & Michelle: coat on, hat on, zipping	Laura, Kenny & Mike: coat on, hat on, zipping	Suzanne: coat on, hat on, zipping	Darrick: coat on, hat on, zipping

ASSIGNMENT 4

Prerequisite Readings: Module 24, Kansas State Plan

Assignment: Specify and define the responsibilities of the teaching assistants in your classroom. Determine where this role might overlap with the teacher's responsibilities.

Rationale: Each staff member should have clearly defined and accepted responsibilities. The efficiency and effectiveness of a classroom depends on the cooperative effort of the teaching team.

Criteria: The grading of this assignment will be determined by the clarity of role delineation and appropriateness of responsibilities chosen. No responsibilities should be required which conflict with the Kansas State Plan.

There is one try. This assignment is graded A, B, or C. However, revisions will be required until it meets all the criteria.

Special Instructions:

1) If you do not have your own classroom, anticipate what responsibilities you would have your assistants perform in a classroom of your choice.

2) If there are no assistants in your classroom, theorize what you would delineate roles to be in a classroom with one teacher, three paraprofessionals and eight students.

ASSIGNMENT 5

Prerequisite Readings: Module 24

Assignment:

1. Outline the strategies you could use to train teaching assistants some aspect of classroom management, student characteristics, or programming skills.
2. Begin implementing training procedures with at least one of your assistants.

Rationale: Many assistants come to the classroom inexperienced and need training to understand the students, classroom management principles and programming skills.

Criteria:

1. Your grade for this assignment will be dependent on how well the training is organized, whether the material is clearly presented, and whether all essential areas are covered. This is graded A or C.
2. This is graded Acceptable/Not Acceptable, however, it will have to be repeated until it is acceptable.

Supervisor: Will attend one training session.

Special Instructions:

1. If you are fulfilling practicum assignments in someone else's classroom, complete the outline as you would use it in the future and choose one section which would be applicable to present to the teaching assistants in this classroom.
2. If your teaching assistants are already trained in basic skill areas, choose an area to expand and present more detailed information on the subject.
3. If you have no teaching assistants, theorize how you would train them if you were in a classroom of eight severely multiply handicapped school aged students, with three teaching assistants.

ASSIGNMENT 10

Prerequisite Readings: Module 24 and Module 6

Assignment: Schedule and implement one IEP Conference (this is preferred) or one parent conference. This conference should cover how the student is currently doing, ask for input from the parents, and outline future plans for the student's education.

Supervisor: Will observe conference or arrange for building/program supervisor to observe.

Criteria: One try. The following will be considered when grading:

a) Implementation of techniques to achieve parental participation.
b) Evidence of written notification of parents of conference and rescheduling if necessary.
c) Accuracy of information conveyed.
d) Clarity of information presented--based on how well parent seems to understand.
e) General tone of conference--positive remarks about student and acceptance of parental input.

Special Instructions: If concurrently taking SPED 779 (Parental Conferencing), your required parent conference for that course can be used for credit on this assignment. However, you must arrange for your supervisor to be present at the conference.

ASSIGNMENT 11

Prerequisite Readings: Module 3

Assignment:
1. Identify a 2 program skill cluster for 2 students who will be in a group together.
2. List the sequence in which the behaviors will be taught across the students (i.e. are you alternating students after behavior, every other behavior, or after 3 trials of the teaching sequence).
3. Identify the structure and content (see Brown, Holvoet, Guess and Mulligan, in Module 3) of the group.*

Rationale: Practice in devising training sequences which can be used in a group.

Criteria & Grading: The following will be considered when grading:

1) Functionality
2) Age-appropriateness of programs
3) Program cohesiveness
4) Correct identification of structure and content
5) Compatability of skill clusters (for both the single student and the group).

One try.

Special Instructions:

*1. This program may be intrasequential or intersequential. Assignment 14 however must be intersequential.

2. Remember to update your files!

APPENDIX E

Representative Exercises
from
Supervisor's Practicum Module

ASSIGNMENT 4

Prerequisite Readings: Kansas State Plan
District or Facility Policy Statements

Assignment:

1. Write a job description which specifies the responsibilities and duties of teachers of SMH classrooms within your school system.

2. Write a job description which specifies the responsibilities and duties of teaching assistants in SMH classrooms within your school system.

Rationale:

In order to provide aprropriate and adequate supervision, one must be aware of the responsibilities and duties of the persons under supervision. A written job description also makes it easier to interview applicants for teaching or paraprofessional jobs.

Criteria of Grading:

Descriptions must be explicit and detailed (see example on next page) and should clearly differentiate between the duties of the teacher and the teaching assistant. They must not specify responsibilities which are against the law for a teacher or teaching assistant to assume.

EXAMPLES OF ADEQUATE AND INADEQUATE JOB DESCRIPTIONS

The teacher is responsible for:

INSUFFICIENT DETAIL	SUFFICIENT DETAIL
1. Classroom organization	1. Classroom organization a. Filing systems b. scheduling students c. evaluating performance of teaching assistants d. scheduling teaching assistants. e. assessment on all students
2. Parent involvement	2. Parent involvement a. scheduling regular parent meetings b. participation in IEP conferences c. maintaining accurate records of parent contacts d. daily notebook contacts

etc.

ASSIGNMENT 5

Prerequisite Readings: Kansas State Plan
District or Facility Policy Statements

Assignment:

1. Write a position announcement which could be sent to a University or other facility to advertise a staff opening for a teacher of the severely/multiply handicapped in your school. Be sure to include: a) minimal educational and certification standards; b) whether the position if full- or part-time; c) the salary range; d) the duties; and e) a contact person. An example is given on the next page.

2. Make a list of those persons and their positions who wish to interview the applicant for the teaching position. Also make a list of those items which and applicant will need to send to the school district or bring to the interview (such as a birth certificate, transcript, etc.).

3. Write a letter to an out-of-town applicant specifying a schedule of interviews and a list of materials which must be sent to the school district prior to the interview. Enclose an application, if possible.

Rationale:

Supervisors are often involved in the hiring of new teachers and thus must be aware of district hiring policies.

Position Announcement

Rank: Research Assistant

Department: Special Education The University of Kansas Medical Center

Title: Teaching Assistant

Date Available: September, 1979

Salary: $290 half-time

Duties: Teacher assistant in classroom for multiply-handicapped preschool children. Responsibilities include direct training of children, following established program procedures, data collection for individual children and groups of children, and for providing input on child needs. Additional responsibilities shared with other classroom staff members include general clean-up work, toileting and diapering of children, arranging supplies and materials in the room, meeting with parents to discuss child progress or problems, and full participation as a member of the transdisciplinary team.

Requirements: A B.S. degree in education or a related field with preferred experience in working with preschool handicapped children.

Recruitment will follow established affirmative action policy.

Contact Person(s):

Dr. Doug Guess
The University of Kansas
Haworth Hall
Lawrence, Kansas (913) 864-4954

Cindy Billionis
The University of Kansas Medical Center
Herbert C. Miller Building
Kansas City, Kansas (913) 588-5946

ASSIGNMENT 1

Prerequisite Readings: None

Assignment:

1. Develop and submit a written schedule identifying regular meeting times for yourself and your teachers.
2. Develop and submit a format for an agenda in which you can identify topics to be discussed, a summary of the topics actually discussed, a summary of outcomes and the persons involved. An example is provided on the next page.
3. Submit a classroom schedule for each of the teachers you supervise. Schedules may be general as long as they indicate each teacher's classroom repsonsibilities , planning times, etc. An example is provided after the example agenda.

Rationale:

Regular meeting times should be established to allow supervisor/teacher interaction concerning classroom-related problems and solutions, professional development activities, constructive feedback and administrative concerns.

Criteria and Grading:

The following will be considered when grading:

1. Meeting times are at least ½ hour in duration
2. Meetings are scheduled at least monthly with each teacher
3. Schedule is flexible enough to incorporate more frequent meetings when necessary
4. Minimal conflict exists between meeting times and each teacher's classroom schedule.
5. The agenda format chosen communicates the meeting topic(s) in sufficient detail for clear understanding.
6. The topics stated coincide with actual items discussed during the meeting. (The practicum supervisor will attend at least 1 meeting during the semester).

SAMPLE AGENDA FORMAT

Date:

Persons Attending:

Major topic(s) of Discussion:

Time of meeting:__________

Estimated length of meeting:__________

Meeting location:______________________

Expected outcome:

Anticipated problems:

Actual outcomes:

ASSIGNMENT 6

Prerequisite Readings: None

Assignment:

Identify the person(s) within your district or program, by name and job title, who should be notified regarding the following problems. (Do not identify only your direct supervisor as the person to contact; this person may be ill and you need to be able to know who else should be contacted).

1. A parent wishes to instigate a due process hearing.____________________

____

____

2. A teacher under your supervision is shorted on her paycheck.____________

____

3. A student is seriously injured at school.______________________________

____

4. School bus doesn't arrive to take students home.______________________

____

5. You suspect a staff member of child abuse.____________________________

____

6. You have question about the legality of district policy.______________

____

7. A teacher under your supervison has a question regarding certification.

____

8. A teacher requests additional release time in order to increase contacts with parents.____

____

9. A parent requests that her SMH son be provided summer school (None had previously been provided)____

____

10. A parent requests a change of classroom placement for his child.________

____

11. Your secretary is not in and you need to find and send out a purchase-order form.____

____

12. You wish to send one of your teachers to an out-of-state national convention.______________________________

____

13. A student is consistently absent from school.______________________________

____

14. A child becomes ill and parent doesn't show up. ______________________________

____

Rationale:

Supervisors are often asked to resolve problems or answer questions which need to be refered to other persons before action can be taken. Supervisors should be aware of whom they should contact.

ASSIGNMENT 7

Prerequisite Readings: None

Assignment:

1. Submit a list of services and materials which are necessary for the appropriate education and maintenance of SMH students. Identify possible funding sources for each, in case there is not money budgeted for this. An example is provided on the following page.
2. Submit the list of persons you had to contact to obtain the information in above assignment, and their replies to your questions.

Rationale:

Supervisors are usually responsible for obtaining equipment or services which would improve educational services to their students. However, the school budget does not always suffice and other funding sources must be located.

LIST OF NEEDS AND POSSIBLE FUNDING SOURCES

Need	Funding Source(s)	Contact Person
1. Speech therapy	U.S.D. 000	Mr. Black; 656-4000
2. Occupational therapy	Capper Foundation	Mr. Crow ; 525-8489
3. Neurological exam	State Dept. of Ed. Medicare	Ms. Kelly; 673-8076 Ms. Johns; 543-9870
4. Vocational placement	Vocational Rehab.	Mr. Quale; 656-3232

etc.

ASSIGNMENT 10

Prerequisite Readings: *Future Behavioral Profiles*, Working Paper #78-6-05
Prepared by the Early On Staff, of the Dept. of Special
Education, San Diego State University

Assignment:

1. Identify, list and submit entry and exit criteria for the classrooms which you supervise. Be explicit and be sure criteria are stated in observable and measurable terms.

2. Identify, list and submit entry criteria for a classroom which could be the next possible placement for a student in a classroom which you supervise. This might be a classroom for moderately retarded students, one for the visually handicapped, etc.

3. Analyze any discrepancies between the exit criteria for your classroom and the entry criteria for the more advanced placement. If discrepancies exist, describe how these could be resolved.

Rationale:

In order to facilitate placing students in the least restrictive environment, clear guidelines should be established so that placements are continuous and based on actual skill acquisition.

NOTE: Be sure to consult district policy, administrators and/or teachers of the more advanced placement when identifying criteria. If no clear policy exists, identify the policies which do exist and complete the assignment as if you were responsible for developing guidelines for your program.

ASSIGNMENT 15

Prerequisite Readings: None

Assignment:

1. Prepare and make two oral presentations. One should be made to a lay audience (e.g. parents) and the other to a professional audience.

   a. Select an audience.

   b. Select a topic related to your program or your students. Be sure the topic is appropriate to the interests and sophistication of your audience.

   c. Submit a written outline of each presentation. Have it approved by your practicum supervisor before the presentation.

   d. Each presentation should be at least 20 minutes long with 5-10 minutes at the end for discussion and questions.

   e. Audiovisual aids should be prepared and utilized where needed.

Rationale:

Supervisors are often called upon to speak to various groups of people on various topics relating to their specific programs or to the SMH population in general.

ASSIGNMENT 16

Prerequisite Readings: None

1) Using the attached facilities checklist, determine the accessibility of your facility.

2. Describe needed modifications in your facility (include the playground). These modifications can be based on accessibility, or educational needs.

3. Describe the number of students/room and the number of students in a wheelchair /room.

4. Outline a procedure for obtaining the required (desired) modifications listed in (2) above. Include:

   a. Agency or person responsible for purchase of equipment
   b. Funding source for the purchase of equipment
   c. Procedure for asking for major building modifications (e.g widening doorway).
   d. Procedure for asking for minor building modifications (e.g. changing faucets).

Rationale:

The supervisor will be responsible in most school districts for the identification of problems related to facilities. The supervisor will then need to know the process by which modifications can be achieved, or the work may not get done.

NOTE: When detailing the procedure, write down the entire process (i.e. from the request "I need bars put in the bathroom" to the answer "Not this year" to your request to get funding sources for this, etc., etc., etc.,)

APPENDIX F

Performance Competancies for Practica

and

Representative Measurement Instruments

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education

Competency Specifications for:

BASIC CLASSROOM PARTICIPATION MODULE

EDUCATIONAL GOAL

To provide experiences in active interaction with special education teachers and severely handicapped persons in special classrooms located in public schools and residential settings, and to teach the application of information obtained from the Right to Education, Behavioral Approach to Education, Programming Engaging Environments, Programming for Normalization, and Assessment Modules to the teaching of appropriate behaviors to a single severely multiply handicapped child.

PERFORMANCE COMPETENCIES

The student teacher completing this module should apply the information acquired through the readings of Modules 1-5 by:

1. Determining from various sources if violations of a student's right to education have been made.
2. Identifying the antecedent, behavior, contingency, and consequent responses when shown an instructional program.
3. Engaging in a procedure leading to the identification of conditioned or unconditioned stimuli which may serve as reinforcers when made contingent upon, and presented immediately after, a target behavior.
4. Identifying the use of a specific training procedure when given examples of chaining, shaping, extinction and time-out.
5. Composing target behaviors appropriate to a student after observing the student during assessment.
6. Developing a record-keeping system meeting IEP requirements.
7. Designing, in writing, an ideal classroom to include the basic curriculum areas and the principles of normalization and functionality.
8. Administering an assessment and choosing appropriate target behaviors from the assessment.
9. Understanding and applying the principles of normalization and functionality.
10. Learning to assess in specific domain areas and to use informal evaluations.
11. Defining behavioral acts specifically enough for reliability.

12. Developing an instructional program.

13. Designing measurement and evaluation systems to be used with instructional programming.

14. Evaluating the effectiveness of instructional programming.

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education
Competency Specifications for:

INTERMEDIATE CLASSROOM PARTICIPATION MODULE

EDUCATIONAL GOAL

To provide experiences in active interaction with special education teachers and severely handicapped persons in special classrooms located in public schools and residential settings and to teach the application of information obtained from the Kansas University special education course, 798, Advanced Topics in Special Education, SMH.

PERFORMANCE COMPETANCIES

The student teacher completing this module should apply the information acquired from the modular readings and/or lecture courses by:

1. Using at least three different systems for measuring responses such as (a) outcome recording, (b) event recording, (c) interval recording, (d) time-sample recording, (e) rate recording, and (f) duration recording.
2. Selecting the measurement system that is most appropriate for the target behavior.
3. Developing an ICS for a SMH student who demonstrates behavioral deviancy.
4. Writing programs to teach specific age-appropriate functional skills to SMH students who are behaviorally deviant and physically handicapped.
5. Implementing programs which teach specific, age-appropriate functional skills to SMH students.
6. Writing a program which utilizes a specific technique to decelerate a specific behavior using response cost, extinction or overcorrection.
7. Submitting deceleration programs to parents and other staff for safeguard review.
8. Implementing the approved deceleration procedure to decrease a specific behavior.
9. Implementing a procedure which ensures differential reinforcement of other and/or incompatible behavior to decrease the rate of the behavior identified above.

10. Designing, labeling and correctly utilizing data sheets for teaching sequences (skill clusters).

11. Designing, labeling and correctly plotting data points on a standard graph (equal interval) to display student performance in baseline and training.

12. Designing, labeling and correctly plotting data points on a 6-cycle log chart to display student performance in baseline and training.

13. Determining from baseline data when to implement a training procedure.

14. Determining the effectiveness of training procedures by comparing data in training condition(s) to data in baseline condition.

15. Designing and implementing staff meetings to get feedback on the student's new programs.

16. Identifying the specific motor problems demonstrated by a student and facilitative positions which would help alleviate some of this students problems.

17. Writing a program which utilizes a specific technique to teach a physically handicapped individual to eat or drink more easily.

18. Writing a program which utilizes a specific technique (and perhaps prosthetics) to teach a physically handicapped student to communicate.

19. Demonstrating techniques for moving the limbs, trunk, and head when positioning or transferring individuals with severe motor handicaps.

20. Implementing a 4-part teaching sequence with a physically involved individual.

21. Demonstrating correct positioning and handling during educational programming of individuals with severe motor handicaps.

22. Maintaining up-to-date and accurate records on program changes and program progress (STEP).

23. Designing a set of teaching sequences for a two student group.

24. Demonstrating ability to utilize prosthetic devices such as hearing aids, adapted wheelchairs, and braces.

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education
Competency Specifications for:

ADVANCED CLASSROOM PARTICIPATION MODULE

EDUCATIONAL GOAL

To provide experiences in active interaction with special education teachers and severely handicapped children in special classrooms located in public schools and residential settings and to teach the application of information obtained from Modules 1-24.

PERFORMANCE COMPETENCIES

The student teacher completing this module should apply the information acquired from the modular readings and/or lecture courses by:

1. Designing classroom schedules and student schedules.
2. Outlining, implementing and heading two staff meetings to communicate schedule changes.
3. Developing a training model for the preparation of teaching assistants.
4. Effectively implementing new schedules of programming in the classroom.
5. Developing a format for the accountability and supervision of teaching assistants.
6. Compiling a listing of resources available for parents in the local community.
7. Developing a parent involvement program and obtaining administrative approval of the plan.
8. Arranging and implementing an IEP conference or parent conference.
9. Maintaining and updating the STEP file.
10. Describing an errorless discrimination training program.
11. Designing and managing group (3:1 or 4:1) programs using individual skill clusters (teaching sequences) for each individual in the group.

OVERVIEW*

*READ: This is essential information

In this practicum, you will be graded on five different activities, each of which may have as many as 4 assignments. It is difficult to arrange these in a chronological practicum because they need to be worked on simultaneously from the beginning of the practicum to the end. So, although the assignments appear to be chronological (they are written sequentially and each has a time line), you cannot wait until you have finished one activity to begin the next. The necessity for concurrent implementation makes the practicum difficult, both for you and your supervisor, but it's more realistic in terms of actually managing a classroom.

The areas of activities required for completion of this practicum are:

I. SCHEDULING: Assignments 1-3
II. STAFF TRAINING AND SCHEDULE IMPLEMENTATION: Assignments 4-6
III. PARENTAL INVOLVEMENT: Assignments 7-10
IV. GROUP PROGRAMMING: Assignments 11-17
V. 1:1 ERRORLESS STIMULUS CONTROL PROGRAMMING: Assignments 18-20

When scheduling yourself, REMEMBER, THESE AREAS SHOULD BE WORKED ON AT THE SAME TIME. It is especiallyimportant to begin the Group Programming Sequence promptly in order to leave plenty of time for running the programs and collecting the data.

It is also important for you to realize that although we will not always be assigning you to write programs, make graphs and data sheets, and do STEP file maintenance, it is assumed that you will do these things and you will be graded on whether or not these have been done and maintained. Your files will be checked twice during the semester (see Assignment #2), and general classroom management will also be evaluated twice during the semester (see Assignment #18). We feel that we can legitimately expect you to continue demonstrating skills you learned in the other practicums without specifically reassigning these skills. Thus, most assignments here are new skills that you have not practiced in previous practicums, but we do expect maintenance of skills from earlier practicums. NOTE: All assignments that are graded Acceptable/Not Acceptable, Complete/Not Complete, etc. must be revised until your supervisor considers it Acceptable/Complete.

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
The University of Kansas Department of Special Education
Competency Specifications for:

ADVANCED CLASSROOM PARTICIPATION MODULE

Educational Goal

To provide experiences in supervising special education teachers and severely handicapped children within special classrooms located within public schools and residential settings.

Performance Competencies

The supervisor (student) completing this module will have demonstrated the following competencies:

1. Scheduling and implementing regular meetings with classroom teachers.
2. Developing and implementing a system for monitoring and providing constructive feedback to teachers concerning their performance in the classroom.
3. Developing and implementing a schedule of inservice training topics for classroom teachers.
4. Developing a job description for teachers and teaching assistants which includes minimum criteria for hiring.
5. Specifying the role delineation between classroom teachers and teaching assistants within his/her program.
6. Developing a thorough description of the special education service delivery system within which he/she is employed.
7. Identifying appropriate agencies and contact persons which provide funding for needed services, equipment, and materials.
8. Identifying and evaluating post-school vocational options currently available within the community for severely handicapped students.
9. Developing a curriculum resource library applicable to the teaching of the severely handicapped.
10. Identifying and listing entry and exit criteria for classrooms under supervision.
11. Identifying and describing the function of at least one advocacy group operating within the community.

12. Developing a system to insure regular contacts between parents, classroom teachers and him/herself.

13. Outlining the steps for due process within the educational program.

14. Developing a plan of action to facilitate the mainstreaming of students into regular school programs.

15. Orally presenting to lay and professional audiences on topics related to severely handicapped students and individuals.

REINFORCER SURVEY CHECKLIST

Teacher: ______________________ Date: ____________

Supervisor: ______________________

Environmental Factors

1. Is area prepared for survey? Yes No
2. Is the positioning appropriate for the student? Yes No
3. Are precautions made for the possible occurance of inappropriate behavior? (i.e. shield, items on tray, etc.) Yes No
4. Are the items chosen age-appropriate for the student? Yes No
5. Was a trial taste of each item given prior to administration of the survey? Yes No

Administration

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Point to each item															
2. Clear Cue															
3. Data Recorded															
4. Position Noted															
5. Rearrange Items															

Evaluation

1. Did the teacher tally the score? Yes No
2. Checklist Score __________
3. Reliability Score __________

Statewide Inservice Training Project
for Teachers of the Severely Multiply Handicapped
Department of Special Education, The University of Kansas

ASSESSMENT ADMINISTRATION PROFICIENCY CHECKLIST

Student Teacher ______________________________

Practicum Supervisor ______________________________

Student Name ______________________________

Assessment used ______________________________

PREPARATION

1. Yes No Instrument chosen includes those behavioral areas which are stressed in this classroom.

2. Yes No Assessment area is prepared.

3. Yes No Assessment area provides appropriate setting for chosen assessment.

4. Yes No Use/non-use of reinforcement is pre-determined.

5. Yes No Use/non-use of reinforcement is appropriate to evaluate chosen skill areas.

POST ASSESSMENT

12. Yes No Totals score for assessment.

13. Yes No Profiles assessment score (if necessary).

14. Yes No Determines target behavior areas.

15. Yes No Adds assessment informations to STEP file.

20 TRIAL SAMPLE

6. Presents stimulus for each response.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

7. Use/non-use of reinforcement according to behavioral definition.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

8. Interrupts each response which is incompatible.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

9. Records the results of each trial.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

10. Proceeds to next trial.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

11. Notes items needing other sources.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
YES																				
NO																				

$$\frac{\text{Total Yes}}{\text{Total Yes \& No}} \times 100 = \_\_\_\_\_ \%$$

90-100%	Excellent
80-89%	Good
70-79%	Fair
60-69%	Poor
59-below	Unacceptable

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GRAPH DESIGN CHECKLIST

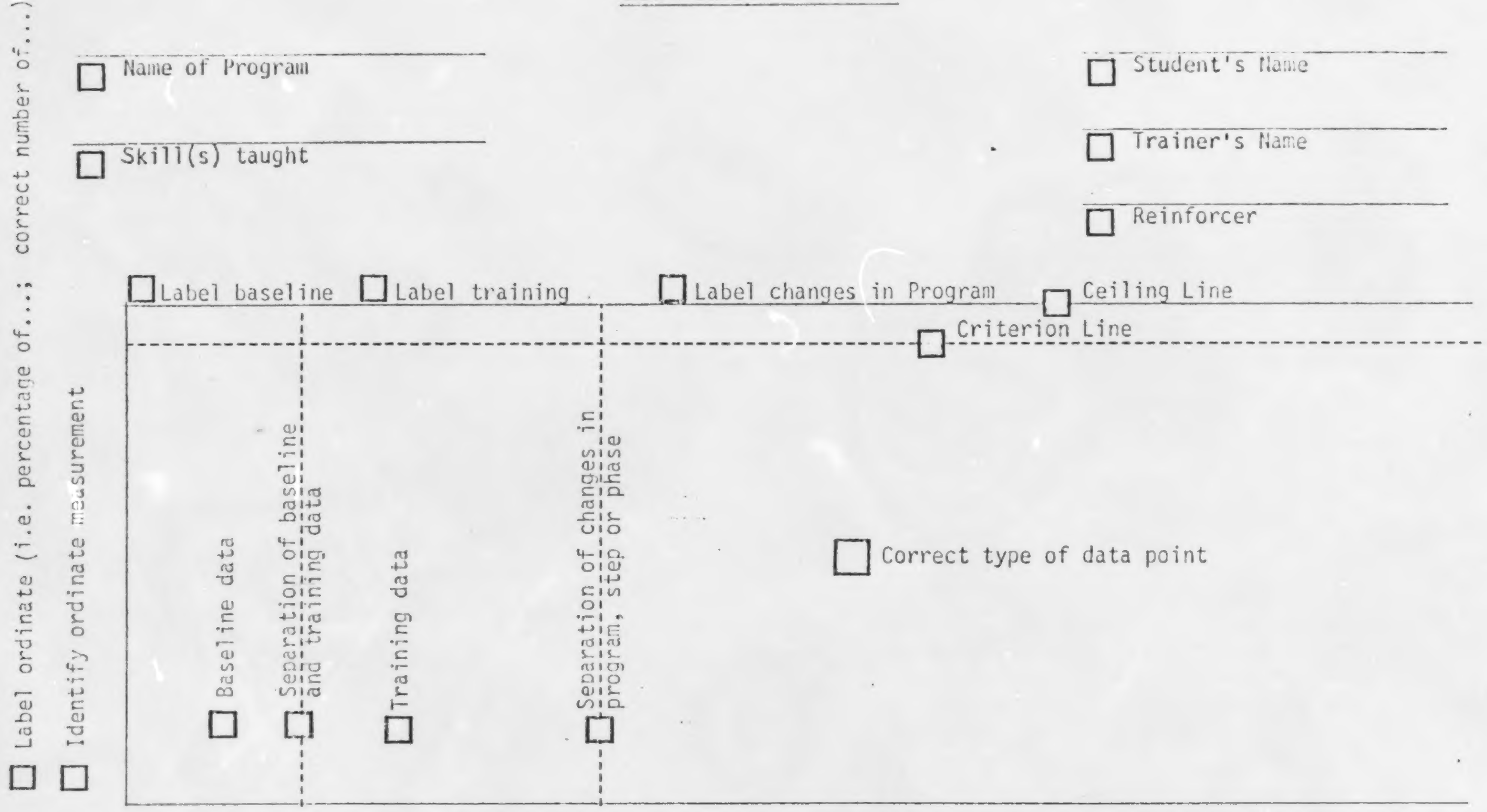
☐ Name of Program

☐ Student's Name

☐ Skill(s) taught

☐ Trainer's Name

☐ Reinforcer


☐ Label ordinate (i.e. percentage of...; correct number of...)
☐ Identify ordinate measurement
☐ Label baseline
☐ Label training
☐ Label changes in Program
☐ Ceiling Line
☐ Criterion Line
☐ Baseline data
☐ Separation of baseline and training data
☐ Training data
☐ Separation of changes in program, step or phase
☐ Correct type of data point

☐ Identify abscissa measurement

☐ Label abscissa

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OT/PT Observation Sheet

Teacher's Name: ____________________

Date of Observation: ________________

Place of Observation: _______________

Directions: The teacher must demonstrate two of the four lifts outlined in assignment 15.1. He/she should demonstrate all of assignment 15.2 which are applicable to his/her classroom. Use the following scoring code:

+ Teacher correctly implements
- Teacher incorrectly implements
n/a Non-applicable

Assignment 15.1-Lifts

	15.1a	15.1b	15.1c	15.1d
Teacher relaxes the student before lifting				
Teacher brings the student to a sitting position				
Teacher allows the student to do as much as possible of the lift				
Teacher talks with the student and encourages his/her help				
Teacher keeps the student's head in a midline position				
Teacher keeps his/her back straight-uses his/her legs for the lift				
Teacher supports the student at his/her neck				
Teacher supports the student at his/her shoulders				
Teacher supports the student at his/her spine				
Teacher supports the student at his/her pelvis				
Teacher chooses the correct lift for the student				
Teacher correctly coordinates the chosen lift				

Assignment 15.2

15.2a-Diapers	Teacher doesn't twist the student's limbs	
	Teacher protects the student when applying diaper pins	
	Teacher correctly applies diaper-not too tight, not too loose	
15.2b-Hearing Aid		
	Teacher checks that the aid is charged	
	Teacher checks that the earmolds are clean	
	Teacher checks that there is no feedback	
	Teacher checks that the aid is turned on	
	Teacher checks that the aid is at the correct amplication	
	Teacher puts on hearing aid	
	Teacher puts on harness	
15.2c-Braces/Corrective Shoes		
	Teacher checks inside of shoes for wrinkles/tears	
	Teacher checks that the brace locks are easily opened	
	Teacher checks that joints move easily	
	Teacher checks that soles/heels are not worn	
	Teacher does not force the student's foot into the shoe	
	Teacher fastens all straps/fasteners	

15.2d-Modified Wheelchair

- Teacher supports the student when lifting him/her to chair ☐
- Teacher makes sure that hips are correctly placed ☐
- Teacher checks clothing to make sure it isn't wrinkled under/behind the student ☐
- Teacher fastens all straps/fasteners ☐

COMMENTS:

Signature of Observer

Position of Observer

General Classroom Observation

(For all students in the class)

Written Programs: Total number of programs _____ Number missing _____

A. Some format for all ongoing programs

	# missing
1. Title	
2. Rationale	
3. Behavioral objective	
4. Definition of response	
5. Materials	
6. Cue	
7. Correction Procedure	
8. Data recording	

Graphing: Total number of graphs _______ Number missing _____

A. Uses correct format

	# missing
1. Ordinate labeled	
2. Abscissa dated	
3. Criterion line	
4. Ceiling line	
5. Phase change lines	

B. Data Decisions

1. Baseline changed to training at appropriate point.	
2. Procedures changed on or before 10 days of non-criterion performance.	
3. Activity changed after specified number of criterion days.	

Scheduling

A. Posted Classroom Schedule (showing teacher's assistants and students activities). Yes No

B. Related to ongoing activity (observe 3 times) ☐ ☐ ☐

C. Individual schedule for each student in class (specify program title)

1. Coincides with class schedule How many? Yes ☐ No ☐
2. No student with more than 1 hour of down time in 6 hour day. How many? Yes ☐ No ☐
3. Each student in at least 2 (small) groups. How many? Yes ☐ No ☐

Group Observation Form
Page 2

Score After Training:

11.	Sequencing			
a.	correction procedure appropriate length	yes	no	
b.	sequence appropriate length	yes	no	
c.	trials alternated between student	yes	no	
d.	trials alternatied within student	yes	no	
e.	pacing appropriate	yes	no	
f.	takes data at realistic intervals	yes	no	
12.	Seating arrangement			
a.	next to complimentary student	yes	no	
b.	close enough to students to have contact	yes	no	
13.	Content			
a.	common theme	yes	no	na
b.	intermittent "programmed" interaction between S's or behaviors (S's as antecedents)	yes	no	na
c.	behavior checks	yes	no	na
14.	Use of aides (if applicable)			
a.	aides have structured responsibility	yes	no	

ACHING IMPLEMENTATION
SERVATION FORM
apted from The Early On Program

Student(s):________ ___ ____________ ____________

Teacher______________
Observer____________
Date & Time____________

tivities:

CORDING PROCEDURES: Observe teacher for 10-15 trials and record an X if behavior observed does not meet criteria listed on next page. Put NA·or a line through nonapplicable sections. 80-100% is acceptable.

ior to conducting session trainer :

Has all required materials	Yes	No--List missing items
Has complete programs and STEP in classroom	Yes	Yes, but__________, No
Seating arrangement appropriate	Yes	No--Tell why
Ss Adaptive equipment working/on	Yes	No (not avail) No (forgot) NA
Uses recommended reinforcer	Yes	No

uring session, trainer

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
. Attends to student behav.															
. Materials															
A. Discriminable															
B. Positioned optimally															
C. Out of student's reach															
D. Within implementer's reach															
. Cues (S^D's)															
A. Clear															
B. Correct wording															
C. Not repeated															
D. S positioned optimally															
. Reinforcement: Indiv.															
A. For correct behavior															
B. Immediate															
C. Paired															
D. Schedule correct															
E. Appropriate intensity															
0. Reinforcement: Group															
1. Handles Inappropriates															
A. Interrupts incompatibles															
B. Implements correctly															
C. Correct schedule															
D. Immediate															
2. Correction Procedures															
A. Correct															
B. Immediate															
3. Data Recorded															

core after training session:

. Facing appropriate	Yes	No--state slow component
. Trials alternated (within student)	Yes	No
. Trials alternated (between students)	Yes	Yes, but___________, No, NA
. DRO provided if deceleration used	Yes	No NA
. Independent activities provided	Yes,	Yes, but__________, No, NA
. Interruptions handled	Yes	No NA
. Summarizes data	Yes	No
. Plots data	Yes	No

HOW TO FILL OUT THE TPC I

Prior to Conducting Session:

1. Teacher has all materials necessary for the program at hand before program begins.
2. Teacher has formally written programs and corresponding STEP File cards, in the classroom.
3. Students and teacher are seated in such a way that eye contact can be obtained, materials can be reached, chairs are appropriate height, support and teacher can touch each student.
4. All students who use adaptive equipment must be wearing it; all equipment should be functioning.
5. Either preferred reinforcer from Reinforcer Survey is used or a reinforcer that has been shown to be effective in other programs.

During Session:

6. Attention is obtained prior to the begining of each trial.
7. A. Materials can be clearly seen/heard/felt by child (non-instruction supplies out of sight.
    B. Materials positioned considering the student's handicap (e.g. range of motion).
    C. Materials are out of reach/sight of child between trials (unless program states otherwise).
    D. Implementor can easily reach materials
8. A. Signals/commands can easily be seen/heard/felt by the child.
    B. Signals/commands correspond to ones specified in written program.
    C. The initial signal/command is given one time unless otherwise indicated in written program. Any following signals/commands must be part of the correction procedure.
    D. Student is positioned to see/hear/feel signals/commands considering his/her handicaps.
9. A. Reinforcement is given for the behavior as defined by the program.
    B. Reinforcers are presented immediately after correct response.
    C. Reinforcement is always paired with social
    D. Reinforcement is administered using schedule specified in written program.
    E. Intensity or strength of reinforcement corresponds to performance of student.
10. Intermittent reinforcement is provided to students in group while engaged in independent activities.
11. A. Teacher interrupts any behavior that is incompatible with target response.
    B. If there is an ongoing deceleration program for the exhibited inappropriate behavior, this should be implemented as written.
    C. If there is an ongoing deceleration program for the exhibited inappropriate behavior, the schedule should be followed.
    D. Incompatible behavior is consequated immediately.
12. A. Correction procedure used corresponds to one specified in written program.
    B. Correction is presented immediately following the incorrect response.
13. Teacher records data following a reasonable number of responses.

Score After Training Session:

14. Pacing of activity reflects immediate reinforcing, correcting and data-recording in a non-interfering manner, and signals for next trial given soon after data-recording.
15. Trials of the student's sequence should be alternated as stated on the data sheet (or elsewhere).
16. Sequences are alternated among students in the group.
17. Reinforcement should be given for appropriate (and incompatible) behaviors if the student is in a deceleration program. These can be scheduled in the sequence.
18. Between trials implementor arranges for each student to be engaged in an activity which is incompatible with stereotypic or disrupting behaviors.
19. Teacher handles unexpected interruptions (e.g. visitors in classroom) so that the least amount of interference occurs in the ongoing programming.
20. Teacher summarizes the data to be in a form for graphing.
21. Teacher plots data on all required graphs (as indicated in written program).

Group Observation Form
(Adapted from the Early On Program)

Students/ # of behaviors per sequence ______________/______
______________/______
______________/______
______________/______
______________/______

Theme: ______________
Teacher: ______________
Observer: ______________
Date: ______________
Time: ______________

Prior to Conducting Session Trainer:

1. Has all required materials	yes	no
2. Has all programs in classroom	yes	no
3. Data sheet		
a. indicates each Student's name	yes	no
b. indicates each student's step	yes	no
c. indicates each student's correction code	yes	no

During Training (each trial reflects entire sequence)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
5. Materials															
a. discriminable															
b. positioned optimally															
c. out of other students reach															
6. Cues															
a. clear															
b. correct wording															
c. not repeated															
d. S's positioned optimally															
7. Reinforcement: Individual															
a. at correct time in sequence															
b. immediate															
c. paired															
d. schedule correct															
e. appropriate intensity															
8. Follows sequence															
9. Corrects each behavior w/in sequence															
10. Handles inappropriates															
a. interrupts priority beh. probl.															
b. returns to sequence															
c. completes beh. prog. when applic.															
d. prevents occassion for following behavior problems															

APPENDIX G

Incomplete Policies

MEMORANDUM

July 6, 1979

TO: Students enrolled in SMH teacher training program

FROM: Doug Guess and Steve Lyon

SUBJECT: Incompletes in Courses

Some recent complications and confusions have occurred concerning the assignment of an incomplete grade for students enrolled in modular-based courses. This memorandum will hopefully clarify policies for incompletes in a manner that is fair to all students enrolled in the program.

1) Consistent with University policy, a student must have completed at least one-half of the assigned course work for an incomplete to be given. Also, the student must have a reasonable excuse for not completing the coursework during the regularly scheduled term. The student must receive approval from his/her advisor for an Incomplete, prior to the end of the semester term.

2) Alternate (Form 2) tests for modules in a given course cannot be taken beyond the semester in which the student is enrolled in the course. This new policy is necessary because a small number of students have been extending their coursework assignments over too long a period of time.

Incomplete courses generally create many problems with our staff time, which is already limited. Additionally, complications frequently occur in making the necessary changes when incompletes are changed to a regular grade assignment. Please try to enroll only for the coursework that you can complete during any one semester.

MEMORANDUM

FROM: Doug Guess and Steve Lyon

TO: Students with Incomplete Grades

In April, 1979, the Graduate Assembly at the University of Kansas approved a motion "that the grade of I (Incomplete) for graduate courses shall remain unchanged on the student's record except that should the student subsequently complete the course work the instructor would then change the I to a letter grade, (i.e. A, B, C, D or F).

As a result of this action (Incomplete) I grades in the Graduate school will no longer be changed to W's. This is in effect for the Spring, Summer and Fall of 1979 and any semester thereafter.

It is important to note that student's cannot re-enroll in courses that have not been completed.

Also please note that our policy remains the same as stated last semester:

a) No retake of exams once the semester has ended;
b) At least half the coursework must be completed to get an I instead of an F;
c) You may not sign up for more modules if you have an I in a modular course, you may not sign up for another practicum if you have an I in a previous practicum.

Also of importance is the University Rule (July, 1976) 2.2.3.2 which states:

> An I must be made up in the next semester of enrollment, except when the removal of the I involves the repetition of a portion of the classroom work, in which case it shall be removed in the first semester in which the course is reoffered. An "I" not removed according to this rule shall be regarded as an F on request of the instructor, and shall be so indicated on the permanent record.

To summarize these two rules:

1) This means if you don't complete the work on your incomplete the next time we offer the course (i.e. by the end of that semester) your "I" will be changed to an F, and it will be computed in your GPA.

2) You must complete your work on an "I" or have it changed by us to an F (whichever) before you may re-enroll in that same course.